

# **Clifford Pierce Middle School**



## **Title 1 School-Wide School Improvement Plan**

**2019 - 2020**

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| <b>Schoolwide Plan Components – Checklist</b> |  |  |
|---|--|--|
|   | <b>Required Components of a Title I, A Schoolwide Plan</b>   | <b>LEA Review</b>  |
| 1   | A comprehensive needs assessment of the whole school   | <a href="#">p.5</a>  |
| 2   | Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li>▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program</li> <li>▫ Increases the amount of learning time</li> <li>▫ Includes strategies for serving underserved populations</li> <li>▫ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> <li>▫ Address how the school will determine if those needs of the children have been met</li> <li>▫ Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul> | <a href="#">p.8</a>  |
| 3   | Highly qualified teachers in all core content area classes   | <a href="#">p.15</a>   |
| 4   | High quality and ongoing professional development for teachers, principals, and paraprofessionals  | <a href="#">p.18</a>   |
| 5   | Strategies to attract high-quality teachers to this school   | <a href="#">p.19</a>   |
| 6   | Strategies to increase parental involvement, such as literacy services<br><b>6a.</b> Description how the school will provide individual academic assessment results to parents<br><b>6b.</b> Strategies to involve parents in the planning, review, and improvement of the schoolwide plan   | <a href="#">p.20</a>   |
| 7   | Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program   | <a href="#">p.22</a>   |
| 8   | Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement  | <a href="#">p.23</a>   |
| 9   | Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance   | <a href="#">p.8</a><br><a href="#">p. 25</a><br><a href="#">p.34</a> |

|      |   |                      |
|------|---|----------------------|
| 10   | Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components | <a href="#">p.23</a> |
| 10a. | List programs that will be consolidated under the schoolwide plan (if applicable)   |                      |

## **Description of the School**

Clifford Pierce Middle School is located in the town of Merrillville, Indiana. The community is a mix of socioeconomic middle class and lower middle class. Merrillville Community School Corporation has an enrollment of approximately 6500 students with 2267 students enrolled in five K-4 elementary schools, 997 at Merrillville Intermediate School, 959 at Clifford Pierce Middle School, and 2187 at Merrillville High School. Clifford Pierce Middle School is the only middle school comprised of exclusively 7<sup>th</sup> and 8<sup>th</sup> grade students within the school community. Clifford Pierce Middle School is a one-of-a-kind building, which has been featured in architectural publications. One of the unique features of Clifford 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.

Various ethnic, racial, and religious groups and traditions are represented within the student population. The enrollment at Clifford Pierce Middle School is approximately 960 students for 7<sup>th</sup> and 8<sup>th</sup> grade. The ethnic makeup of the student population is diverse with 65.2% Black, 10.4% White, 18.5% Hispanic, 4.8% multiracial, and .8% Asian. Included in the student population are 13.6% special education students and 2.9% English Language Learner students. Students who qualify for free or reduced lunch represent 67.8% of the total population. Three administrators, one dean, two guidance counselors, two social workers, one school nurse, 66 teachers including 6 special education teachers, and 56 support staff serve the school.

## **Merrillville Community School Corporation Mission and Vision Statements**

Vision: Every Child. Every Day. Whatever It Takes.

### **Mission Statement**

To prepare our students with support, resources, and social readiness to walk into an imperfect world because all students have value and they need to know it because we might be the only ones who will do it.

## **Clifford Pierce Middle School Mission and Vision Statements**

### *Vision*

Clifford Pierce Middle School has adopted a vision that emphasizes the importance of academics, develops the character of students, and creates an environment that is conducive to learning. This vision is the basis for the future and drives the mission of the middle school. The professional faculty, staff, and administration understand and accept personal responsibility for achieving the mission of the school; and the school is committed to continuous improvement and quality which results in the highest possible levels of student achievement.

A rigorous curriculum prepares students for future success. Clearly written goals aligned with demanding academic standards have been established and reach far beyond the minimum standards required by the Indiana Department of Education. As a result, students are inspired with an appreciation for the need to learn skills to be college and career ready while acquainting them with new and expanding technology. Each student is encouraged to take ownership for their learning which results in the mastery of basic and grade-level skills.

Clifford Pierce Middle School collaborates with the community to provide a welcoming and safe environment. Families and members of the community are welcomed to participate and assist with a variety of educational programs. Students are inspired by teachers who use a wide range of teaching methods in order to ensure that students are active learners. The critical components of PBIS (Be respectful, Be responsible, and Be safe) are emphasized with the students on a daily basis. This daily emphasis assists in transforming students into responsible, respectful, accountable, life-long learners and productive citizens.

### *Mission Statement*

Preparing, Inspiring, Respecting, and Transforming Every Student (PIRATES)

## Comprehensive Needs Assessment

The goals set forth in the 2019-2020 SIP are based on the data obtained from the Comprehensive Needs Assessment. Both Math and English/Language Arts goals were based on the data shown below. An analysis of the data indicates a need for increasing the low proficiency rates, especially within the Special Education subgroup.

### i-Ready Data

| <b>Mathematics Standards Proficiency Avg. (i-Ready)</b> |                  |                  |
|---|------------------|------------------|
| <b>Standard</b>   | <b>7th Grade</b> | <b>8th Grade</b> |
| <b>#1-Number Sense</b>                                  | 30%              | 32%              |
| <b>#2-Geometry</b>                                      | 29%              | 22%              |
| <b>#3-Algebra/Algebraic Thinking</b>                    | 29%              | 28%              |
| <b>#4-Measurement/Data</b>                              | 41%              | 34%              |

| <b>Language Arts Standards Proficiency Avg. (i-Ready)</b> |                  |                  |
|---|------------------|------------------|
| <b>Standard</b>   | <b>7th Grade</b> | <b>8th Grade</b> |
| <b>#1-Phonological Awareness</b>                          | 100%             | 100%             |
| <b>#2-Phonics</b>   | 93%              | 94%              |
| <b>#3-Vocabulary</b>                                      | 30%              | 31%              |
| <b>#4-High-Frequency Words</b>                            | 100%             | 99%              |
| <b>#5-Comprehension Literature</b>                        | 51%              | 33%              |
| <b>#6-Comprehension Informational Text</b>                | 29%              | 28%              |

**ILEARN Data**

|                       |                         |                       |                  |
|-----------------------|-------------------------|-----------------------|------------------|
| <b>7th Grade Math</b> | <b>% Passing Gen Ed</b> | <b>% Passing SpEd</b> | <b>% Passing</b> |
|                       | <b>33</b>               | <b>11</b>             | <b>30</b>        |

|                       |                         |                       |                        |
|-----------------------|-------------------------|-----------------------|------------------------|
| <b>8th Grade Math</b> | <b>% Passing Gen Ed</b> | <b>% Passing SpEd</b> | <b>% Passing Total</b> |
|                       | <b>29</b>               | <b>2</b>              | <b>25</b>              |

|                      |                         |                       |                        |
|----------------------|-------------------------|-----------------------|------------------------|
| <b>7th Grade ELA</b> | <b>% Passing Gen Ed</b> | <b>% Passing SpEd</b> | <b>% Passing Total</b> |
|                      | <b>43</b>               | <b>8</b>              | <b>38</b>              |

|                      |                         |                       |                        |
|----------------------|-------------------------|-----------------------|------------------------|
| <b>8th Grade ELA</b> | <b>% Passing Gen Ed</b> | <b>% Passing SpEd</b> | <b>% Passing Total</b> |
|                      | <b>41</b>               | <b>3</b>              | <b>36</b>              |

**Attendance Data**

In studying the attendance data over two years, the data shows that intentional and purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade and the averages for both years are shown below. An action plan and goal were developed to target students who fall below a 97% attendance rate.

| <b>Grade</b>             | <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> |
|--------------------------|------------------|------------------|------------------|
| <b>7th</b>               | 96.3             | 96.3             | 95.8             |
| <b>8th</b>               | 96.3             | 96.4             | 95.9             |
| <b>Total School Year</b> | 96.3             | 96.3             | 95.7             |



## **Discipline Data**

|                          | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------------|-----------|-----------|-----------|
| Office Referrals         | 1402      | 1412      | 3605      |
| Detention                | 1171      | 1385      | 1122      |
| Friday School            | 361       | 616       | 469       |
| In-school Suspension     | 381       | 553       | 335       |
| Out of School Suspension | 293       | 258       | 291       |

## **Summary of Findings (Strengths, Weaknesses, Root Causes)**

An analysis of the 2018- 2019 data led to the following observations and conclusions:

### **Strengths**

- Growth slightly exceeded standard movement
- Math saw an increase in pass rate in comparison to previous years

### **Weakness**

- Scores dropped across the board in English/Language Arts
- Math proficiency rate continues to be low
- HUGE disparity between special education and general education performance

### **Root Causes**

- Low exposure to nonfiction texts and analyzing nonfiction texts
- Low performance with math process standards and basic computation
- Culture of teaching and learning
- Low growth

### **Implementation of Schoolwide Reform Strategies**

- Student goal-setting and data reflection
- Students will attend Literacy /Numeracy period daily (CFA data analysis-identify standards of focus and common curriculum and assessments)
- ILEARN PD-understanding the rigor required-ALL grade levels
- Common performance tasks in math and ELA-scoring using rubrics, analyzing data, and planning next steps
- Use of Standards Mastery
- Data driven PD offerings
- Use flex scheduling based on data- divide students across grade level-use teachers and aides for monitoring proficiency levels and regroup students based on data.
- Title courses will be offered daily to increase direct instruction to lowest students and serve as a double block in ELA and Math

**Focus Area : English/Language Arts**

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.

**June 2020 MEASURABLE OUTCOME: Proficiency rate on state assessment in ELA will increase by 5%**

**June 2022 MEASURABLE OUTCOME: Proficiency rate on state assessment in ELA will increase by 10%**

|   |  |  |                                       |                         |
|---|--|--|---------------------------------------|-------------------------|
| <b>Focus Area</b>   | <b>ILEARN ELA Proficiency</b>  |  |                                       |                         |
| <b>Root Cause</b>   | <b>Due to low exposure with nonfiction texts, students are underperforming in terms of nonfiction analysis.</b>  |  |                                       |                         |
| <b>Data Based Rationale</b>   | <b>38.3 % of the students at Clifford Pierce Middle School Passed ELA portion of ILEARN</b>  |  |                                       |                         |
| <b>Research-Based Goal</b>  | <b>Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</b>   |  |                                       |                         |
| <b>Evidence-Based Intervention</b>  | <b>Description:</b> <ul style="list-style-type: none"> <li>● <b>School-wide alignment of strategies and best practices</b></li> <li>● <b>School-wide focus on specific reading comprehension skills</b></li> </ul>   | <b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe Learning Environment</li> <li><input type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Curriculum</li> <li><input checked="" type="checkbox"/> Instruction</li> <li><input checked="" type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Parent Participation</li> <li><input type="checkbox"/> District Level</li> </ul> |                                       |                         |
| <b>Targeted Group (for focused data analysis)</b>                                 | <b>Choose all that apply</b><br><input checked="" type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk |  |                                       |                         |
| <b>Professional Development Plan</b>  |  |  |                                       |                         |
| <b>Action Steps</b>   | <b>Description of Action</b>   | <b>Person Responsible</b>  | <b>Evidence of Success</b>            | <b>Date to Evaluate</b> |
| Discuss academic data from i-Ready and preliminary ILEARN                         | Lead staff through root cause analysis and explain the plan  | Administrators   | Google form survey                    | 9/30/2019               |
| Identify best practices and strategies  | PD over Marzano high yield teaching strategies   | Administrators<br>Teachers<br>Instructional Coach  | Teacher artifacts and assessments     | 5/23/2020               |
| Breakdown Nonfiction standard and review scope and sequence for teaching standard | Curriculum round tables, review the curriculum maps and break down state standards   | ELA Department   | Walk-thrus and Assessments            | 10/21/2019              |
| Data Dig Meetings   | Teachers will look at common assessments and disaggregate data to make curriculum adjustments as needed  | ELA Department   | Teacher artifacts and assessment data | 2/28/2020               |
| Discuss literacy period with staff  | Communicate and share literacy procedures and curriculum   | Administrators<br>Instructional coach  | Exit ticket/climate session survey    | 8/30/19                 |

**Focus Area : Mathematics**

|  |   |   |                                    |                         |
|--|---|---|------------------------------------|-------------------------|
| <b>School: Clifford Pierce Middle School</b>   |   |   |                                    |                         |
| <b>The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.</b> |   |   |                                    |                         |
| <b>June 2020 MEASURABLE OUTCOME: Proficiency rate on state assessments for math will improve by 5%</b>                                 |   |   |                                    |                         |
| <b>June 2022 MEASURABLE OUTCOME: Proficiency rate for state assessments for math will improve by 10%</b>                               |   |   |                                    |                         |
| <b>Focus Area</b>  | <b>ILEARN Math Proficiency</b>  |   |                                    |                         |
| <b>Root Cause</b>  | <b>Low performance in the Math Process Standards and Numeracy/Computation Standards</b>   |   |                                    |                         |
| <b>Data Based Rationale</b>  | <b>29.1% Of the students at Clifford Pierce Middle School passed the math portion of ILEARN</b>   |   |                                    |                         |
| <b>Research-Based Goal</b>   | <b>Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually</b>                                      |   |                                    |                         |
| <b>Evidence-Based Intervention</b>   | <b>Description:</b> <ul style="list-style-type: none"> <li>• Professional Development department specific over process standards and best practice strategies</li> <li>• School-wide focus over number sense/computation (Numeracy period) using common curriculum</li> </ul> | <b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe Learning Environment</li> <li><input type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Curriculum</li> <li><input checked="" type="checkbox"/> Instruction</li> <li><input type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Parent Participation</li> <li><input type="checkbox"/> District Level</li> </ul> |                                    |                         |
| <b>Targeted Group (for focused data analysis)</b>  | <b>Choose all that apply</b><br><input checked="" type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk                    |   |                                    |                         |
| <b>Professional Development Plan</b>   |   |   |                                    |                         |
| <b>August Action Steps</b>   | <b>Description of Action</b>  | <b>Person Responsible</b>   | <b>Evidence of Success</b>         | <b>Date to Evaluate</b> |
| Discuss academic data from i-READY and preliminary ILEARN data   | Lead the staff through root cause analysis and explain the plan   | Administrators  | Google form survey                 | 9/30/2019               |
| Discuss numeracy period with staff   | Communicate and share numeracy procedures and curriculum  | Administrators<br>Instructional Coach   | Exit ticket/climate session survey | 9/19/2019               |
| Department Professional Development  | Process Standard Training/Best Practices  | Administration<br>Instructional Coach<br>Guest presenter  | Teacher artifacts<br>Walk-thrus    | 9/30/2019               |
| Data Digs  | Disaggregate data on process standards and numeracy period  | Instructional Coach<br>Teachers<br>Administration   | Teacher artifacts<br>Assessments   | Monthly                 |
| Professional Development   | Numeracy curriculum and   | Administrators<br>Instructional Coach   | Walk-thrus<br>Assessments          | Monthly                 |

|             |      |  |  |  |
|-------------|------|--|--|--|
| School-wide | data |  |  |  |
|-------------|------|--|--|--|

**Focus Area : Attendance**

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.

**June 2020 MEASURABLE OUTCOME: 97% attendance**

**June 2022 MEASURABLE OUTCOME: 97% attendance**

|   |  |   |  |
|---|--|---|--|
| <b>Focus Area</b>                                 | <b>Attendance</b>  |   |  |
| <b>Root Cause</b>                                 | <b>A small population of students exhibit chronic absenteeism</b>  |   |  |
| <b>Data Based Rationale</b>                       | <b>In the 2018-19 school year, Clifford Pierce Middle School had an average attendance rate of 95.7%.</b>  |   |  |
| <b>Research-Based Goal</b>                        | <b>A specific schedule and process are used to monitor processes.</b>  |   |  |
| <b>Evidence-Based Intervention</b>                | <b>Description:</b> <ul style="list-style-type: none"> <li>- <b>Monitor attendance regularly and communicate with parents</b></li> <li>- <b>Action plan with guidance counselors</b></li> <li>- <b>Social work services provided</b></li> <li>- <b>Truancy court for severe cases</b></li> </ul> | <b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe Learning Environment</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Instruction</li> <li><input type="checkbox"/> Assessment</li> <li><input checked="" type="checkbox"/> Parent Participation</li> <li><input checked="" type="checkbox"/> District Level</li> </ul> |  |
| <b>Targeted Group (for focused data analysis)</b> | <b>Choose all that apply</b><br><input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk   |   |  |

**Professional Development Plan**

| Action Steps                      | Description of Action  | Person Responsible  | Evidence of Success   | Date to Evaluate |
|-----------------------------------|--|---|---|------------------|
| Increase parent awareness         | Communicate with parents and students the MCSC attendance policy at open house and beginning of the year information, promote Skyward monitoring for parents, mobile app, quarterly parent letter            | Administrators<br>Teachers<br>Office Staff  | % of handbook signature pages<br>Robocall data<br>Parent newsletter             | 8/31/2019        |
| Identify early high-risk students | Identify early high-risk students, communicate and update monthly attendance goals and policies to parents, staff, and students, promote Skyward monitoring for parents, mobile app, quarterly parent letter | Administrators<br>Teachers<br>Office Staff<br>Social Workers<br>Guidance Counselors | Parent contact<br>Newsletters<br>Robocall<br>Staff bulletins<br>Meeting updates | 9/30/2019        |
| Truancy Court                     | Implement with fidelity the MCSC Truancy Court program by using weekly attendance data to analyze.   | Administrators<br>Teachers<br>Office Staff  | Reduction in referrals to truancy court   | Ongoing          |

|  |  | Social Workers<br>Guidance Counselors   |   |                  |
|--|--|---|---|------------------|
| Action Steps   | Description of Action  | Person Responsible  | Evidence of Success                     | Date to Evaluate |
| Parent Teacher Conferences (9/26/19, 1/16/20, 4/23/20) | Communicate with parents the MCSC attendance policy at parent-teacher conferences.                           | Administrators<br>Teachers<br>Office Staff<br>Social Workers<br>Guidance Counselors | % of parents at PT conferences          | 5/31/2020        |
| Truancy Court  | Monitor and continue to implement with fidelity the MCSC truancy court program and analyzing attendance data | Administrators<br>Teachers<br>Office Staff<br>Social Workers<br>Guidance Counselors | Reduction in referrals to truancy court | 5/31/2020        |

**Focus Area: Behavior**

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.

**June 2020 MEASURABLE OUTCOME: 2019-20 trimester 2 discipline referrals will decrease by 5% from trimester 2 from 2018-19.**

**June 2022 MEASURABLE OUTCOME: 2021-22 trimester 2 discipline referrals will decrease by 5% from trimester 2 from 2020-21.**

|   |  |  |
|---|--|--|
| <b>Focus Area</b>                                 | <b>Behavior</b>  |  |
| <b>Root Cause</b>                                 | <b>Students have less opportunity to be active during winter months (Trimester 2)</b>  |  |
| <b>Data Based Rationale</b>                       | <b>Significantly more referrals during Trimester 2</b>   |  |
| <b>Research-Based Goal</b>                        | <b>The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff</b>   |  |
| <b>Evidence-Based Intervention</b>                | <p><b>Description:</b><br/> <b>PBIS implementation and rewards for expected behaviors will decrease disciplinary infractions.</b></p> <p><b>Emphasis on project-based and active learning, especially during winter months.</b></p>                            | <p><b>Core Component (if applicable)</b></p> <input checked="" type="checkbox"/> Safe Learning Environment<br><input type="checkbox"/> Technology<br><input checked="" type="checkbox"/> Curriculum<br><input checked="" type="checkbox"/> Instruction<br><input type="checkbox"/> Assessment<br><input checked="" type="checkbox"/> Parent Participation<br><input type="checkbox"/> District Level |
| <b>Targeted Group (for focused data analysis)</b> | <p><b>Choose all that apply</b></p> <input checked="" type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk |  |

**Professional Development Plan**

| August Action Steps  | Description of Action   | Person Responsible  | Evidence of Success   | Date to Evaluate |
|--|---|---|---|------------------|
| Teacher students, staff, and parents rules, expectations, and discipline process | Student handbook signatures, review behavior matrix   | Administrators, teachers, office staff, guidance counselors, social workers | % of handbook signatures returned, discipline data                            | 8/30/2019        |
| Train teachers on PBL and more active, hands-on learning.                        | -Review handbook and behavior matrix<br>-PD for teachers over PBL   | Administrators, teachers  | Exit tickets/ surveys for teachers, classroom observations                    | 9/27/2019        |
| -Monitor implementation of PBL and hands-on learning<br>-PBIS activities         | -Teachers conduct PBL lessons and submit plans or artifacts<br>-Universal PBIS celebrations (dances, field trips) | Administrators, teachers  | -Lesson plans/artifacts of PBL<br>-Discipline data<br>-Classroom observations | 11/1/2019        |
| -Monitor implementation of PBL and hands-on learning<br>-PBIS activities         | -Teachers conduct PBL lessons and submit plans or artifacts<br>-Universal PBIS celebrations (dances, field trips) | Administrators, teachers  | Lesson plans/artifacts of PBL<br>-Discipline data<br>-Classroom observations  | 12/13/2019       |

| Action Steps   | Description of Action   | Person Responsible       | Evidence of Success  | Date to Evaluate |
|--|---|--------------------------|--|------------------|
| -Monitor implementation of PBL and hands-on learning<br>-PBIS activities | -Teachers conduct PBL lessons and submit plans or artifacts<br>-Universal PBIS celebrations (dances, field trips) | Administrators, teachers | Lesson plans/artifacts of PBL<br>-Discipline data<br>-Classroom observations | 2/21/2020        |

### **Highly Qualified Paraprofessionals Information**

| <b><u>HQ Information</u></b> | <b><u>Name</u></b>    | <b><u>Position</u></b> | <b><u>Hire Date</u></b> |
|------------------------------|-----------------------|------------------------|-------------------------|
| 54 hrs college credit        | Shaïse Nora           | Title I Reading Aide   | 8/20/08                 |
| Associate Degree             | Harriett Demetrakis   | Title I Reading Aide   | 3/19/07                 |
| ParaPro                      | Azari Hopson          | Title I Reading Aide   | 8/16/16                 |
| ParaPro                      | Andria Woodworth      | Title I Math Aide      | 8/19/19                 |
|                              | TBD                   | Title I Math Aide      |                         |
| ParaPro                      | Janet Holmes          | EL Aide                | 8/18/10                 |
| 85 hrs of higher ed          | Kelli Smith           | RtI Aide               | 3/28/16                 |
| Bachelors                    | Wardell Hargrove      | Math Aide              | 8/19/15                 |
| 96 hrs college credit        | Windy Lawrence-Booker | PEP Aide               | 9/23/19                 |
| Para Pro                     | Kathleen Abbate       | SpED Aide              | 3/24/1995               |
| Para Pro                     | Karin Robinson        | SpED Aide              | 2/10/2010               |
| Bachelor's Degree            | Brett Cromier         | MoMH Aide              | 8/15/2016               |
| Para Pro                     | Shirley Buggs         | EH Aide                | 8/24/2000               |



## Highly Qualified Teacher Information

| LAST NAME        | FIRST NAME | LICENSE SUBJECT   | License # | ASSIGNMENT       |
|------------------|------------|---|-----------|------------------|
| Lawson           | Judith     | English 9-12 ESL K-12, ELA5-9 Rules 46-47, REPA   | 1498516   | ESL              |
| Whittemore       | Joyce      | spanish (rdg/eng/giling/cult/lib ave endorsement k-12)                                      | 1182020   | MEDIA SPEC       |
| Williams         | Gregg L.   | physical science (earth space science 9-12 endorsement)                                     | 1260824   | EARTH/SPACE      |
| Jenkins          | David M.   | industrial arts (driver & traffic safety ed 9-12 endorsement)                               | 1266702   | INDUSTECH        |
| Simmons          | Matthew    | Elem/Prim/Interm Generalist Math Rules 2002   | 1442204   | Gr 7 Math        |
| Wroblewski       | Andy       | United States History, Sociology & World Civilization                                       | 1450283   | SOCIAL STUDIES   |
| Leslie           | Erica      | English   | 1468997   | ENGLISH          |
| Bush             | Tanya      | pe/health & safety (coaching endorsement k-12)  | 1231212   | PHYSED GIRL      |
| Gunn             | Amy        | Life Science REPA3  | 10227488  | SCIENCE          |
| Hurysz (Simpson) | Kimberly   | Health & Safety   | 1119483   | ATODLIFESK       |
| Kowalewicz       | Danielle   | REPA Elem Generalist, Computer Education  | 10166063  | COMPUTER SCIENCE |
| Davis            | Aynnayka   | School Counselor Rules 46-47  | 1439393   | GUIDANCE         |
| McGuire          | Patricia   | General Elementary 1-6 7/8 nd, Reading 1-6 7/8 Non Dept, Reading Spec All Schools           | 1465977   | READING STRAT    |
| Atria            | Mellanie   | Mathematics REPA3 - emergency permit  | 10233540  | GR 8 SCIENCE     |
| Farkas           | Emma       | Life Science REPA 3   | 10228606  | GR 7 SCIENCE     |
| Yost             | Duane      | US History/Government/Geography Rules 46-47   | 1081803   | GR 8 SS          |
| Goshay           | Nicole     | Rules 2002 Language Arts  | 1543724   | GR 8 ENGLISH     |
| Delinck          | Jessica    | Rules 46 -47 General Elementary/Mathematics   | 1430278   | 8th Grade Math   |
| Cuff             | Martin     | Rules 2002 Visual Arts  | 1600623   | ART              |
| Kite             | Stephanie  | Rules 2002 Business Educ all grade/Earth/Space Science High school/Math/Science mid/jr high | 1592730   | GR 7 SCIENCE     |
| Dickerson        | Alan       | Rules 2002 Historical Pers/Sociology  | 1607792   | Gr. 8 S. Studies |

| LAST NAME          | FIRST NAME  | LICENSE SUBJECT   | License # | ASSIGNMENT              |
|--------------------|-------------|---|-----------|-------------------------|
| Bazil              | Tina        | Rules 2002 Mild Intervention  | 1591726   | Reading                 |
| Haddad             | Christopher | Rules 2002 Instrumental and General Music   | 1608296   | Band Director           |
| Rodriguez (Chorba) | Brianne     | Rules 2002 Business Educ./Mathematics   | 1619069   | Gr. 7 Math              |
| Daniels            | Afriyie     | Rules 2002 Language Arts  | 1611912   | Language Arts           |
| Hardy              | Elizabeth   | CTE - Occupational FACS - Reciprocal Permit   | 10235879  | FACS                    |
| Sabinas            | Rene        | (REPA) Instructional 5-9 - Language Arts  | 10050505  | Language Arts           |
| Anderson           | Kimberly    | General Science, Earth/Space Science Rules 46-47  | 1209918   | Gr 8 Science            |
| Klippel            | Anthony     | Rules 2002 Instructional Initial-Economics/Gov. & Citizenship /Historical Perspectives - 9-12 | 10048080  | Social Studies          |
| Hill               | Jason       | PE - Rules 2002 Health REPA   | 10054263  | PE/Health               |
| Jenkins            | Beryl       | REPA Life Science   | 10154377  | Science                 |
| Thomas-Shelton     | Kenya       | Rules 46-47 General Elementary  | 1571471   | 8th Grd Math<br>180     |
| Robinson           | Amanda      | Reading & English Rules 46-47   | 1529905   | Reading                 |
| Lunsford           | Stephanie   | Repa Math5-9, Rules 46-47 Gov't, US Hist, Sociology   | 1586423   | 8th Math                |
| Markovich          | Jennifer    | REPA Language Arts 5-12 Rules 2002 Language Arts Middle School                                | 1589670   | GR 8 English            |
| Barber             | Miranda     | Rules 2002 Econ, Gov't & Citizenship, Historical Perspectives                                 | 10035038  | Basic Skills<br>Char Ed |
| Borgo              | Bethany     | REPA Instrumental/Vocal/General Music   | 10130329  | Orchestra               |
| Pulphus            | BreAnn      | REPA Language Arts  | 10157942  | 7th English             |
| McCoy              | Timothy     | Mathematics Rules 2002  | 1608453   | GR 7 Math               |
| Birkmeyer          | Gregory     | Language Arts REPA  | 10199855  | 8th English             |
| Shelburne          | Therissa    | REPA Vocal & General Music  | 10171928  | Choir                   |
| Simon              | James       | Rules 2002 Mild Intervention, REPA Psychology, Instrumental/Gen Music                         | 1541987   | Dean of<br>Students     |
| Huff               | LaShonda    | Rules 2002 Elem/Interm Generalist, PE, Business Ed  | 10018646  | Basic Skills            |

| LAST NAME  | FIRST NAME | LICENSE SUBJECT   | License # | ASSIGNMENT     |
|------------|------------|---|-----------|----------------|
| Johnson    | Shanita    | Mathematics REPA3 - emergency permit                        | 10233623  | Business       |
| Collins    | Cassandra  | Language Arts REPA  | 10138715  | English        |
| Mills      | Pearl      | Elm Gen, Language Arts Rules 46-47                          | 1173087   | Speech         |
| Gray       | Bonita     | Computer Technical Support REPA3 -<br>Workplace Specialist  | 10234358  | Business       |
| Morando    | Lauren     | Sociology/Hist<br>Perspectives/Psychology Rules 2002        | 1592413   | Social Studies |
| Waldier    | Adam       | Historical Persp, Socio, Govn't &<br>Citizenship, Econ REPA | 10044872  | Social Studies |
| Madson     | Pamela     | Elem/Prim/Inter Generalist & Math<br>5-9                    | 1455022   | Math           |
| Kristevski | Adrienne   | Science REPA 3  | 16299191  | Science 7th    |
| Mendoza    | Jason      | REPA 3 Math Emergency Permit                                | 10211559  | GR 8 Math      |
| Isabell    | Charisse   | Math MS/JH, Elem/Inter/Prim<br>Generalist                   | 12911283  | Math           |
| Jessen     | Joseph     | Physical Education REPA                                     | 16321820  | PE             |
| Greer      | Sandra     | Guidance Counselor  | 1461788   | Guidance       |
| Gore       | Kristie    | Elem/Int/Prim Generalist,<br>Mathematics                    | 12836362  | PEP Instructor |
| Glueckert  | Jonathan   | Mathematics Rules 2002                                      | 1604552   | Math 180       |

## Professional Development

Merrillville Community School Corporation (MCSC) is devoting professional development programs in support of data driven decision making in order to drive curriculum and instructional decision making with alignment of all systems. This work will support the implementation of data driven decision making at the classroom, school and district levels. This work will drive curriculum and instructional alignment.

### Pierce Professional Development Calendar 2019-20

|                  |   |
|------------------|---|
| 8/29/2019        | Department Meetings-Curriculum Round Table<br>Staff Folder Discussion/Department Meetings-Curriculum Map Discussion/Changes |
| 9/5/2019         | iReady follow-up from prep period meeting   |
| 09/12/19         | Bullying, McKinney Vento, and Child Abuse - McKeague and Mills  |
| 9/19/2019        | Testing Security/Go Guardian  |
| <b>9/26/2019</b> | <b>Gr 7-8 P/T Conferences 3:30-6:30pm Students DO attend school</b>   |
| 10/3/2019        | Department Meeting  |
| 10/10/2019       | High Yield Strategy-Summarizing/PLC   |
| 10/17/2019       | ESL Presentation/PLC  |
| 10/24/2019       | High Yield Strategy-Homework/PLC  |
| 10/31/2019       | Technology/PLC  |
| 11/7/2019        | Department Meeting  |
| 11/14/2019       | Restorative Practices/PBIS/PLC  |
| 11/21/2019       | High Yield Strategie - Similarities and Differences/PLC   |
| 11/28/2019       | No PD-Thanks Giving   |
| 12/5/2019        | Department Meeting  |
| 12/12/19         | Technology/PLC  |
| 12/20/2019       | No PD-Early Release Day   |
| 12/26/2019       | No PD-Winter Break  |
| 1/2/2020         | No PD-Winter Break  |
| 1/9/2020         | Department Meeting  |
| <b>1/16/2020</b> | <b>Gr 7-8 P/T Conferences 3:30-6:30pm Students DO attend school</b>   |
| 1/23/2020        | Brain Trauma  |
| 1/30/2020        | ExecutiveFunctions  |
| 2/6/2020         | Department Meeting  |
| 2/13/2020        | Nearpod - Kowalewicz  |
| 2/20/2020        | Suicide Prevention  |
| 2/27/2020        | Brain Trauma  |
| 3/5/2020         | Department Meeting  |
| 3/12/2020        | Technology  |
| 3/19/2020        | ILEARN  |
| 3/26/2020        | PLC   |
| 4/2/2020         | No PD-Spring Break  |
| 4/9/2020         | Department Meeting  |

|                  |   |
|------------------|---|
| 4/16/2020        | PLC   |
| <b>4/23/2020</b> | <b>Gr 7-8 P/T Conferences 3:30-6:30pm Students DO attend school</b> |
| 4/30/2020        | PLC   |
| 05/02/19         | Technology Training   |
| 5/7/2020         | Department Meeting  |
| 5/14/2020        | PLC   |
| 5/21/2020        | PLC   |
| 5/28/2020        | PLC   |

**Plan to Attract Highly Qualified Teachers**

The Merrillville Community School Corporation attracts qualified teachers by:

- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers
- Providing opportunities for observing and student teaching placements
- Advertising in local and national publications.

In addition, the Corporation incorporates a multi-tiered application, interview and evaluation process that strives to initially select the most qualified individuals from the pool of available candidates. Once employed, the Corporation offers continued support to new staff members which includes:

- An orientation week prior to the start of the year
- New teacher staff development
- The assignment of a mentor

**District Teacher Mentoring Program**

Teachers new to the Merrillville School Corporation are assigned a mentor and attend mentor training designed and presented by the Northwest Indiana Educational Service Center. The Mentor program is a two-year program that prepares individuals to meet certification requirements in the State of Indiana. A portfolio, from the individual’s content area, is one of the culminating requirements of the program. In addition, all teachers are involved in professional development sessions utilizing a positive behavior in schools (PBIS) approach to support instructional efforts.

**Teacher Mentoring Program**

The Pierce administrators and other designated staff meet with the teachers every Thursday afternoon from 2:00-3:00 PM to provide professional development opportunities and strategies

for instructional improvements. Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional opportunities for in-school mentoring include: attending best practices training sessions with the school's administrative team and working with the instructional coach and respective teacher leaders and department chairs. If required, release time is provided for new teachers to observe grade level and/or content area staff. Each teacher new to Pierce is paired with a veteran teacher, and they attend a monthly support meeting.

### **Pierce Parental Participation**

- Parent Boosters are a part of each club and extracurricular activity associated with the school. Parents support the teams and clubs by attending scheduled events, assisting with fundraisers, and ensuring that students actively participate.
- Parent volunteers as solicited to assist with school-wide activities such as Career Fair, Chambertown, and various other PBIS activities.

### **Additional Parental Activities**

Listed below are some of the additional activities that involve parents of Pierce Middle Students.

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).
- Pierce Family Involvement Policy - This policy outlines opportunities for family involvement. Both the compact and family involvement policy are distributed to families in August for their review and signed copies are collected (see Appendix).
- Homework Information - Homework assignment sheets and/or notebooks go home on a daily basis; upcoming assignments are also posted in most teachers' Google Classrooms and/or Skyward.
- Team Letters & Calendars- Team letters/calendars are shared with parents informing parents of projects, events and schedules in the classroom on a regular basis
- Open House - Parents are invited to learn about daily routines and expectations in their child's classroom. This takes place at the beginning of the school year.
- Title I Annual Meetings - Meetings offered at three times of the day will be held no later than October 1st of each school year. In addition to being informed of Fielers school's participation in Title I and family's rights to be involved, families will receive written information about the Title I Program that includes:
  - Information about Title I programs such as an explanation of the selection process and samples of tests used to determine eligibility for Title I service

- o A description and examples of the curriculum and materials used to improve reading and math skills
- o Forms of academic assessment used to measure student progress and how schools are identified for improvement
- o Clarification of proficiency levels students are expected to meet
- o Family rights to request meetings to participate in decisions relating to the education of their child
- o Online resources & support at <http://www.mvsc.k12.in.us/titlei>
- A Title I Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Math Facts, Technology & Internet Resources
- Parent Volunteers\* - Parents volunteer for field trips, class projects/centers in the classroom, Field Day, various club sponsored events.  
\*Parents and volunteers must now go through criminal history/background check participation.<https://in01001403.schoolwires.net/page/27>
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via Pierce's [website](#), parents receive communication via Skyward, school messenger, and our Homework Hotline.

### **Parental Notification of Individual Academic Assessment Results**

- Report Cards (Every 6 weeks)
- Trimester Report Cards (Every 12 weeks)
- Communication of ISTEP+/ILEARN results will be sent to each student's home
- An optional parent conference regarding results will be offered to any parents needing further explanation.
- Parent/Teacher Conferences each trimester
- All parents have access to Skyward. This electronic record contains all students' data in real time and can be checked by a parent.
- In the SWP parents are encouraged to be actively involved to improve Language Arts and Math achievement for their children.

### **Parental Involvement in Revision of the Schoolwide Plan**

- Parents will be informed in the fall of the plan, through a school brochure. New parents will be given the brochure as they arrive to our school. Information will be provided to parents in their language.

- Parents will be continuously informed of our school's progress of the plan at PTO meetings throughout the school year.
- Parents will complete a parent survey at the end of the school year, to help us assess the current plan. The results of the survey will contribute to revisions we make in the plan for the next school year.
- Parents will be invited to a Spring Parent Input Meeting to discuss parent input. At this meeting, an agenda will be created to outline the step by step review of the schoolwide plan. Sign in sheets will be collected as a record of parent attendance and minutes will be taken to document participation.

### **Pre-K to K and 8th to 9th Grade Transition Plans**

Students who are transitioning from PreK to K are afforded:

- The opportunity to visit their new school.
- Transition conferences are held for SPED students who are transitioning to Kindergarten.
- Each Elementary holds Kindergarten Round-Up and Parent/Student Orientation days.
- At registration, families receive a *Kindergarten Welcome Packet* containing educational resources and supplies to help prepare their child for Kindergarten.
- Head Start and area preschools are invited to participate in Kindergarten Round-up and to set up transition meetings with the Kindergarten teachers.
- A representative from the district presents at monthly Head Start Parent University events to provide training and distribute educational resources and supplies to help prepare children for Kindergarten.
- We have a standard process for the transferring of information in the cumulative folders between levels.

Students exiting 8th grade participate in the following activities to support their transition into 9th grade;

- A visit from the 9th grade counselors and high school administrators in late winter to discuss schedules and high school expectations.
- A visit from high school students and staff members in the Spring. During this meeting, information about student life is expressed to the students regarding extracurricular activities, course offerings, calculating GPAs, and general rules and expectations.
- A special scheduling night at the high school for all 8th graders and their parents to provide parents with information about curricular and co-curricular offerings at Merrillville High School.
- A back to school freshman orientation held in the summer prior to the school session.



The district implements the following procedures to ensure effective transitions for students from middle grades to high school:

- 8th grade students are identified for ELL, honors, Freshman Academy, and SPED programs prior to the transition to Merrillville High School.
- The district follows a standard process for the transfer of information in the cumulative folders between levels.

### **Opportunities for Staff to Be Included in Assessment Decisions**

At Pierce, certified teachers participate in analysis of student achievement data in small groups. Each department has monthly collaboration meetings to discuss assessments. This information is utilized to discuss improvement of student achievement and to analyze student assessment data and use this information to create flexible remediation and enrichment groups for both Math and Language Arts. Our action plans address weekly collaboration time for each grade level team of teachers. The staff also participate in school data meetings at least once per trimester during the designated professional development.

### **Description of how Title I funds will be coordinated with local, state, and federal funding programs:**

#### **Local Programs**

Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title I funding will be used to supplement staffing needs by providing a Title I teacher and paraprofessionals. The Title I funded teacher and paraprofessionals provide small group learning opportunities in the areas of math and reading during the school day. Title I funds are used to extend learning opportunities including tutoring and/or summer programming. Funding will also be used to provide transportation for our extended time learning activities. Title I funding will be used to supplement school family involvement activities.

#### **State Programs**

School Improvement Grants and Technology grants align with our Title I funds. The money received from these state grants will be used to provide professional development for high leverage instructional practices as well as using technology to implement those strategies in the classroom.

#### **Federal Programs**

Title I funding will coordinate closely with our Title II and Title IV monies. Through our professional development, we will train teachers in high leverage instructional strategies as well as develop curriculum for both extended day learning and instructional videos and learning opportunities for our parents. Title III money will also align with our Title I funding to include professional development in high leverage EL strategies. IC 20-31-5 and 6, and 511 IAC 6.2-3-3 outline the required components of a school improvement plan, which include the following:

### **Description and Location of Curriculum**

The Merrillville Community School Corporation follows the Indiana Academic Standards for all academic areas including Math, Science, Social Studies, English/Language Arts, Technology, Art, Music, and Physical Education. Representation on curriculum design committees includes teachers and administrators from all levels. All Merrillville Community Schools Curriculum Maps are posted on our [district website](#) for stakeholders to view. There also detailed curriculum maps for reading and math that can be found in the MCSC Google drive. In addition to copies of the curriculum being available at our school each fall, each grade level provides parents with a timeline of when their child will be learning each standard.

### **Assessment Instruments**

- **ILEARN** is a state-wide assessment that is given once a year to measure student progress on the Indiana State Standards for grades 7-8.
- **i-Ready** reading and math is taken 3 times a year to monitor growth and overall proficiency.
- **Scholastic Reading Inventory** is a tool to determine a child's reading Lexile.
- **Common Formative Assessments** are standards based ELA and math tests administered quarterly to assess students' understanding of the critical standards in English and math.

## **Include Needs of All Learners**

Merrillville Community Schools meets the needs of all learners through our high ability, Title I, special education and EL programs.

Our High Ability (honors) program is ability grouped on a single team at each grade level. High ability clusters are offered a 7th and 8th grade honors curriculum in ELA, math, social studies, and science. High school credit is offered for 8th grade honors ELA and math.

Students in grades 7-8 are placed in appropriate instructional situations. Northwest Indiana Special Education Cooperative, or NISEC, is a special education cooperative sponsored Merrillville Community Schools and other surrounding school corporations. NISEC is responsible for meeting the provisions of IDEA and Indiana Rule Article 7, which deal with the education of students with disabilities. This includes administering, supervising, coordinating, and providing special services for all children in the Northwest Indiana area, including the students of Pierce Middle School.

General educators at Pierce work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided by NISEC at Pierce include: psychological evaluations; speech, language and hearing services; Least Restrictive Environment (LRE) programs; occupational, physical, emotional, and behavioral therapy, and related services.

EL staff work in conjunction with classroom teachers to support English Language Learners as they work toward meeting goals set forth in their Individual Learning Plan. Small group pull out and push in instruction targets the areas of language acquisition and English Language Development. EL staff support classroom teachers implementation of WIDA standards into grade level content.

## **Safe and Disciplined Learning Environment**

In order to secure a safe and disciplined learning environment, MCSC has implemented the Positive Behavior Interventions and Support (PBIS) program throughout the district. 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.

CPMS's PBIS Leadership team meets monthly to celebrate success, solve problems, and make decisions based on analyzed data and identification of needs. The leadership team works with teachers at each grade level to place interventions in place. Interventions used are preferential seating, sticker charts, rewards, behavior plans, and mentoring. Approximately 40 students check in and out daily with an adult member to offer another layer of support to those students who need it. The PBIS teams meet at least twice each month to disaggregate data and service students and teachers within our school.

### **PBIS Team Members:**

Michael Berta

James Simon

Adam Waldier

Lauren Morando

## **Technology Initiatives**

The Merrillville Community School Corporation continues toward the goal to integrate effective instructional technology to improve teaching and learning across the district. This year's activities include, but are not limited to:

- Differentiated professional development focused on learning first, technology second to include:
  - Opportunities for technology cadre members and instructional coaches to attend various technology conferences to increase their knowledge and understanding;
  - Job embedded training by both internal (coaches and cadre member) and external instructional technology experts;
  - Catalog of instructional technology training sessions held both during the school day and after hours;
  - Summer (2019) technology boot camp.

Currently, each teacher is provided with a desktop PC equipped with Windows 2010 Professional, Internet access, and e-mail as well as an iPad and a laptop. Each teacher also has a password-protected folder located on the school corporation main server. Along with teachers having access to their own PC, CPMS is equipped with chromebooks for each student, 10 PC labs, each containing 30 student workstations, a laser printer, a scanner and a projector. Each workstation is connected to the corporation server via an Ethernet connection, providing fast access to the Internet and to the students' personal password-protected folder located on the server.

All student workstations are equipped with Windows 2000 Professional. Every student has access to an assigned chromebook in their core classes (English, math, science, social studies) in all grades. These devices enhance learning and provide students with the opportunity to collaborate, communicate, create, and think critically.

## **Cultural Competency**

The PBIS Model encourages and supports culturally responsive environments throughout MCSC. This initiative is funded by a federal special education development grant (SPDG). The PBIS-IN collects quantitative data through surveys and accesses our school data throughout the school year. The data collected is used for research purposes and associated publications and grant reports. All participant individually-identifiable information is kept confidential and protected to the fullest extent of the law. This information is useful to our school in documenting the effectiveness of our PBIS program for the school board, parents and the community. Professional development sessions throughout the year will include culturally responsive training for staff.

In the area of special education, we are not only providing resource services for individualized and small group instruction at students' levels, but we provide more general education classroom time to students to provide them with exposure and instruction of grade-level standards.

Our cultural competency goals are as follows:

- Teachers will learn information and skills that they can use in their classroom to benefit all students, including those from diverse backgrounds.
- Teachers will learn about best practices in education through research, observation and attendance at workshops and will synthesize this knowledge into their instruction.
- Teachers will collaborate with one another to improve instructional methods so that the individual learning needs of students will be met.

All teachers participated in a six week district-led study circle which focused on developing cultural competency.

## Appendix

# Pierce Middle School School-Family Compact

## Dear Pierce Families,

The Merrillville Community School Corporation and the families of the students participating in activities, services, and programs funded by Title I and Every Student Succeeds Act (ESSA), agree that this compact outlines how the families of Title I participants, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

## School Responsibilities

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Based on academic need, students receive small group instruction of Indiana Academic Standards that focuses on one of the following:
    - Reading instruction: phonics, fluency, vocabulary, and comprehension skills
    - Math Instruction: *Course I – 7<sup>th</sup> Grade* focuses on key foundational concepts that enable students to make connections while learning to think algebraically. *Course II – 8<sup>th</sup> Grade* transitions students to pre-algebra with an emphasis on building proportional reasoning.
2. Hold Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Conferences will be held each trimester as scheduled by the district. **Reading and Math Intervention Teachers will be available on these days.**
3. Provide families with frequent reports on their child's progress.
  - Student progress will be reported at the end of each grading period and trimester.
  - Families may receive online access to their child's grades through RDS. Contact the school for more information.
4. Provide families with reasonable access to staff and opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
  - Teachers are available to meet with families by appointment.
  - Families may participate in family and family activities offered during the school day.
  - Families may view video-taped instruction as part of the Title I orientation and family training events.



5. Provide families with opportunities to reserve family materials, games, and books through the Family Resource Center. Provide several workshops throughout the year for families.

### **Suggested Family Involvement**

We, as family members of a Title I participant, will support our child's learning in the following ways:

1. Make sure our child attends school each day and arrives on time, barring illness.
2. Make sure that homework is completed and our child is reading or practicing math facts each night for at least 20 minutes.
3. Monitor the amount of television and video game time for our child.
4. Participate, as appropriate, in decisions relating to our child's education.
5. Promote positive use of our child's extracurricular time.

### **Suggestions for the Student**

1. Do my homework everyday and ask for help when needed.
2. Read or practice math facts at least 20 minutes everyday outside of school time.
3. Give my family member, or guardian, all notes and information that I receive.
4. Work hard and cooperate with teachers while in school.
5. Follow all school rules

### **Staff**

LaFonda Morris, Principal  
Sharon Igras, Assistant Principal  
Mike Berta, Assistant Principal  
Kenya Thomas, 7<sup>th</sup> Grade Math 180 Teacher  
Jonathan Glueckert, 8<sup>th</sup> Grade Math 180 Teacher  
Tricia Serratore, 7<sup>th</sup> and 8<sup>th</sup> Grade Reading Teacher

Spr. 09 Family Input Meeting - No Revisions  
Spr. 10 Family Input Meeting –include family suggestions  
Spr. 11 Family Input Meeting–include family suggestions  
Revision – Fall 2013 Orientation Meeting  
Revision – Fall 2014 re: conferences  
Revision: Nov. 2014 Math program additions  
Revision Fall 2015: Math 180 and conferences  
Spr. 16 – Change to Family Compact  
Spr. 17 – ESSA  
Spr. 18 - No Changes  
Spring 19 - Conferences

# Pierce Middle School Family Involvement Policy

The staff at Pierce Middle School supports the Family involvement goals of Title I and encourages the regular participation by Pierce families in all aspects of the program. The education of children is viewed as a cooperative effort among the families, school, and community. In this policy, the word family also includes guardians and other persons involved in supervising the child's learning.

To fulfill the requirements of Family involvement, all Pierce Families shall be invited to participate in the following:

## ❖ A Fall Family Orientation Meeting

- In addition to being informed of online resources & support at <http://www.mvsc.k12.in.us/titlei/>, Families will receive written information about the Title I Program that includes:
  - An explanation of the testing process and selection of students for the reading and math intervention programs
  - A description and explanation of the curriculum in use in the classroom
  - Forms of academic assessment used to measure student progress and how schools are identified for improvement
  - Proficiency levels students are expected to meet
  - Family Rights to request information about the qualifications of teachers and paraprofessionals in their school

## ❖ A Title I Family Fun Night

- This event for families will provide guidance in how families can assist in the education of their children at home. Topics may include one or more of the following:
  - Reading Comprehension
  - Fluency
  - Vocabulary
  - Writing
  - Math

## ❖ Teacher Conferences

- This is an opportunity for families to meet with teachers to discuss their child's progress. Title I Reading and Math intervention teachers will also be available to explain how to monitor student progress and understand report cards.

❖ **A Spring Family Event**

- This meeting will provide families with an opportunity to evaluate the design, development, and operation of the Title I program for the next school year. This event will also serve to provide guidance in how families can assist in the education of their children at home.

❖ **Use of the Title I Family Library**

- These resources will provide families ways to work with their children at home.

To further build Family involvement, Pierce Middle School will be involved in the following initiatives;

- ❖ Staff training in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate Family programs, and build ties between families and the school.
- ❖ Coordinating and integrating Family involvement strategies under Title I with strategies under other programs such as Head Start, Reading First, families as teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.
- ❖ Making information related to school and parent programs, meetings and other activities are sent to the parents of participating children in a format and, to the extent possible, in language families can understand.
- ❖ Other reasonable support for Family involvement activities as requested.

All children and youth in foster care are categorically eligible for Title I, whether or not they live in a Title I, Part A school attendance area, attend a Title I school, or meet the academic standards required for eligibility.

No Revisions – Spr. 09 Family Input Meeting  
Revisions – Spr. 10 Family Input Meeting  
Revisions – May 2010 Monitoring  
Revision –February 2011 Monitoring  
Revisions – Spr. 11 Family Input Meeting  
No Revisions – Fall Orientation Meeting  
No Revisions – 2013-2014  
Fall 2014 – Revisions re: conferences  
Revisions – Nov. 2014 Math Additions  
Revisions: Fall 2015 Conferences  
Spr. 16 – Change to Family Involvement  
Spr 17 – No changes  
Spr 18 – Family Fun Night  
Winter 18 - language parents can understand  
Spring 19: No revisions



## **Title I Program Description**

The Title I Language Arts support program serves 7<sup>th</sup> and 8<sup>th</sup> grade students who have shown weakness in the area of language arts and are in need of more intensive intervention. In order to determine eligibility for the supplemental language arts program, student test data in the area of reading comprehension, vocabulary, and writing is analyzed. After a review of the data, students are ranked and selected for services. Students seen to be the most at risk will receive an additional 50 minutes of daily instruction in the area of language arts. These students will participate in whole group, small group, and independent instruction as part of the Leveled Literacy Intervention program. In both grades 7 and 8, the pull out program will be facilitated by a Title I teacher and Highly Qualified paraprofessionals.

The Title I math support program serves 7<sup>th</sup> and 8<sup>th</sup> grade students who have shown weakness in the area of mathematics and are in need of more intensive intervention. In order to determine eligibility for the supplemental mathematics program, student test data in the area of grade level math concepts is analyzed. After a review of the data, students are ranked and selected for services. Students seen to be the most at risk will receive an additional 50 minutes of daily instruction in the area of mathematics. These students will participate in whole class direct instruction, small group instruction, and independent instruction specialized to meet that individual student's needs as part of the Scholastic Math 180 program. In both grades 7 and 8, the Math 180 pull out program will be facilitated by a Title I teacher and a Highly Qualified paraprofessional.

## **Responsibilities of the School, the LEA, and the SEA**

### **Responsibilities of the School**

The school, Clifford Pierce Middle School, will be responsible for arranging meetings with school staff, parents and the LEA to review and revise the School Improvement Plan. The school will also be responsible for implementing all aspects of the plan.

### **Responsibilities of the LEA**

The LEA will provide feedback on the Clifford Pierce's School Improvement Plan. The review process will include completion of the Schoolwide Plan Components Checklist. Guidance will be given to the principal and staff to ensure full implementation of the school improvement plan. The LEA will provide assistance to the Principal and Staff of Clifford Pierce by providing sufficient Title I funds received through the SEA.

### **Responsibilities of the SEA**

State resources from the IDOE website will be used in the schoolwide planning process. The SEA will provide technical or other assistance as requested. Assistance may include workshops, consultation with grant specialists and review of the schoolwide plan.

Documentation of Support by Teachers

**Documentation of Support by Teachers**

**SCHOOL:**

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

Signature: Kristina Shultz Date 9/30/19

| Printed Name        | Group you are representing | Staff Signature            | Date      |
|---------------------|----------------------------|----------------------------|-----------|
| LaFonda Morris      | Principal                  | <i>LaFonda Morris</i>      | 9/30/19   |
| Afriyie Daniels     | Teacher                    | <i>Afriyie Daniels</i>     | 9/30/19   |
| Alan Dickerson      | Teacher                    | <i>Alan Dickerson</i>      | 9/30/19   |
| Nicole Goshay       | Teacher                    | <i>Nicole Goshay</i>       | 9/30/19   |
| Christopher Haddad  | Teacher                    | <i>C. Haddad</i>           | 9/30/19   |
| Tony Klippel        | Teacher                    | <i>Tony Klippel</i>        | 9/30/19   |
| Ryan Manley         | Teacher                    | <i>Ryan Manley</i>         | 9/30/19   |
| Danielle Kowalewicz | Teacher                    | <i>Danielle Kowalewicz</i> | 9/30/19   |
| James Simon         | Dean of Students           | <i>James Simon</i>         | 9/30/19   |
| Brianne Pulphus     | Teacher                    | <i>B. Pulphus</i>          | 9/30      |
| Candace Lillie      | Parent                     | <i>Candace Lillie</i>      | 9/30/19   |
| RoseAnn Wilson      | Clerical Support Staff     | <i>RoseAnn Wilson</i>      | 9/30/2019 |
| Michael Berta       | Assistant Principal        | <i>Michael Berta</i>       | 9/30/19   |
| Sharon Igras        | Assistant Principal        | <i>Sharon Igras</i>        | 9/30/19   |
|                     |                            |                            |           |
|                     |                            |                            |           |
|                     |                            |                            |           |



## IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative Signatures

**Used ONLY When Exclusive Representative Signs Once For ALL Schools.**

|                    |   |
|--------------------|---|
| Corporation Number | 4600                                      |
| Corporation Name   | Merrillville Community School Corporation |

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

|                             |                          |
|-----------------------------|--------------------------|
| Superintendent Name (Print) | Nicholas G. Brown, Ed.S. |
| Superintendent Signature    |                          |
| Date Signed                 | 10-2-2019                |

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

|                                       |             |
|---------------------------------------|-------------|
| Exclusive Representative Name (Print) | Tina Shultz |
| Exclusive Representative Signature    |             |
| Date Signed                           | 10/2/19     |

This signed form should be kept on file at the district office **AND** copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

**It is NOT necessary to return this form to the Indiana Department of Education.**