

# **Clifford Pierce Middle School**



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

**2021 - 2022**

**Table of Contents**

[Title I Schoolwide Plan Checklist](#)..... 2

[Description of the School](#)..... 3

[Mission and Vision Statements](#)..... 4

[Comprehensive Needs Assessment](#)..... 5

[Implementation of Schoolwide Reform Strategies](#) ..... 9

[Language Arts Goals, Action Plan and Professional Development Strategies](#)..... 10

[Mathematics Goals, Action Plan and Professional Development Strategies](#)..... 11

[Attendance Goals, Action Plan and Professional Development Strategies](#)..... 12

[Behavior Goals, Action Plan and Professional Development Strategies](#)..... 14

[Highly Qualified Paraprofessionals Information](#) ..... 15

[Highly Qualified Teacher Information](#)..... 16

[Professional Development](#).....

19

[Strategies to Attract Highly Qualified Teachers](#)..... 21

[Strategies to increase parental involvement](#)..... 22

[Reporting Individual Academic Results](#) ..... 23

[Parent Involvement in Revision of Schoolwide Plan](#)..... 23

[Pre-K to K and 8th to 9th Grade Transition Plans](#) ..... 24

[Opportunities for Staff to Be Included in Assessment Decisions](#)..... 25

[Coordination/Integration of Funding](#) ..... 25

[Curriculum Location and Description](#) ..... 26

26

[Assessment Instruments](#)..... 26

[Include Needs of All Learners](#) ..... 27

[Safe and Disciplined Learning Environment](#) ..... 28

[Technology Initiatives](#) ..... 29

[Cultural Competencies](#) ..... 30

[Appendix](#)..... 31

[School Parent Compact](#)..... 32

[Title I School Parent Involvement Policy](#)

..... 34

[Title I Program](#)

[Description](#)..... 36

[Responsibilities of the School, the LEA, and the SEA](#) ..... 36

[Documentation of Support by Teachers](#)..... 37

[District Assurance Form](#)..... 38

<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.9</a>
3	Highly qualified teachers in all core content area classes	<a href="#">p.16</a>
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	<a href="#">p.19</a>
5	Strategies to attract high-quality teachers to this school	<a href="#">p.21</a>
6	Strategies to increase parental involvement, such as literacy services <b>6a.</b> Description how the school will provide individual academic assessment results to parents <b>6b.</b> Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	<a href="#">p.22</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.24</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.25</a>
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the	<a href="#">p.9</a> <a href="#">p. 27</a> <a href="#">p.36</a>

	academic achievement are provided with effective, timely additional assistance	
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	<a href="#">p.25</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 exclusively comprised of 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

- Creates quality learning experiences by setting standards that engage students to reach their highest potential
- Provides learning environments that are enhanced through meaningful relationships that give students a global perspective
- Empowers students to believe they can be successful

## **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 2020-2021 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 Fall 19-20</b>	<b>7th Grade Winter 19-20</b>	<b>8th Grade Fall 19-20</b>	<b>8th Grade Winter 19-20</b>	<b>7th Grade Winter 20-21</b>	<b>8th Grade Winter 20-21</b>
<b>#1-Number Sense</b>	31%	44%	34%	36%	41%	36%
<b>#2-Geometry</b>	30%	29%	23%	31%	24%	28%
<b>#3-Algebra/ Algebraic Thinking</b>	29%	37%	29%	35%	33%	32%
<b>#4-Measurement/Data</b>	42%	44%	36%	38%	38%	37%

<b>Language Arts Standards Proficiency Avg. (i-Ready)</b>						
<b>Standard</b>	<b>7th Grade Fall 19-20</b>	<b>7th Grade Winter 19-20</b>	<b>8th Grade Fall 19-20</b>	<b>8th Grade Winter 19-20</b>	<b>7th Grade Winter 20-21</b>	<b>8th Grade Winter 20-21</b>
<b>#1-Vocabulary</b>	31%	37%	31%	37%	40%	37%

<b>#2-Comprehension Literature</b>	34%	40%	34%	39%	39%	38%
<b>#3-Comprehension Informational Text</b>	30%	34%	29%	34%	33%	31%



### ILEARN Data

<b>7th Grade Math</b>	<b>% Passing Gen Ed</b>	<b>% Passing SpEd</b>	<b>% Passing</b>
<b>2018-2019</b>	<b>33</b>	<b>11</b>	<b>30</b>
<b>2020-2021</b>	<b>24</b>	<b>5</b>	<b>22</b>

<b>8th Grade Math</b>	<b>% Passing Gen Ed</b>	<b>% Passing SpEd</b>	<b>% Passing Total</b>
<b>2018-2019</b>	<b>29</b>	<b>2</b>	<b>25</b>
<b>2020-2021</b>	<b>18</b>	<b>0</b>	<b>15</b>

<b>7th Grade ELA</b>	<b>% Passing Gen Ed</b>	<b>% Passing SpEd</b>	<b>% Passing Total</b>
<b>2018-2019</b>	<b>43</b>	<b>8</b>	<b>38</b>
<b>2020-2021</b>	<b>43</b>	<b>6</b>	<b>38</b>

<b>8th Grade ELA</b>	<b>% Passing Gen Ed</b>	<b>% Passing SpEd</b>	<b>% Passing Total</b>
<b>2018-2019</b>	<b>41</b>	<b>3</b>	<b>36</b>
<b>2020-2021</b>	<b>40</b>	<b>9</b>	<b>36</b>

### Attendance Data

In studying the attendance data over four 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 all 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>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>7th</b>	96.3	95.8	98.8	94.52
<b>8th</b>	96.4	95.9	98.32	93.99
<b>Total School Year</b>	96.3	95.7	98.56	94.24

## **Discipline Data**

	2017-2018	2018-2019	2019-2020	2020-2021
Office Referrals	1412	3605	896	165
Detention	1385	1122	1486	0
Friday School	616	469	494	0
In-school Suspension	553	335	350	66
Out of School Suspension	258	291	314	75

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

An analysis of the 2020- 2021 data led to the following observations and conclusions:

### **Strengths**

- Considering that the students have been virtually instructed for approximately the last year and a half, ELA and Math IREADY scores did not fluctuate much
- ELA scores in both 7th and 8th grade remained constant since 2018-2019 testing for ILearn

### **Weakness**

- Math proficiency rate continues to be low based on iLEARN data
- HUGE disparity between special education and general education performance

### **Root Causes**

- Low performance with math process standards and basic computation
- Culture of teaching and learning
- Low growth
- IREADY not being done with fidelity

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

- Student goal-setting and data reflection
- Students will attend IREADY period daily
- IREADY 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 to assist Tier 3 students three times per week utilizing a lead teacher and aides for monitoring proficiency levels and regroup students based on data
- Title I courses will be offered daily to increase direct instruction to lowest students and serve as a double block in ELA and Math
- Students will meet with their Math and ELA teachers for an extra 33 minutes, once per week, for additional instruction and support
- Students will receive three days, per week, of project-based instruction that will incorporate math and ELA content and technology

**Focus Area : English/Language Arts**

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

<b>June 2022 MEASURABLE OUTCOME: Proficiency rate on iREADY in ELA will increase by 5%</b>				
<b>June 2024 MEASURABLE OUTCOME: Proficiency rate on iREADY in ELA will increase by 10%</b>				
<b>Focus Area</b>	<b>IREADY 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>34 % of the students at Clifford Pierce Middle School Passed ELA portion of IREADY</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> <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	10/1/2021
Identify best practices and strategies	PD over Marzano high yield teaching strategies	Administrators Teachers Instructional Coach	Teacher artifacts and assessments	1/21/2022
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	ONGOING
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	ONGOING
Discuss FLEX SCHEDULING period with staff	Communicate and share literacy procedures and curriculum	Administrators Instructional coach	Exit ticket/climate session survey	8/27/21

**Focus Area : Mathematics**

School: Clifford Pierce Middle School				
The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
<b>June 2022 MEASURABLE OUTCOME: Proficiency rate on IREADY assessments for math will improve by 5%</b>				
<b>June 2024 MEASURABLE OUTCOME: Proficiency rate on IREADY assessments for math will improve by 10%</b>				
<b>Focus Area</b>	<b>IREADY 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>32% Of the students at Clifford Pierce Middle School passed the math portion of IREADY</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> <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 2018-2019 ILEARN data	Lead the staff through root cause analysis and explain the plan	Administrators	Google form survey	10/1/2021
Discuss FLEX SCHEDULING period with staff	Communicate and share numeracy procedures and curriculum	Administrators Instructional Coach	Exit ticket/climate session survey	8/27/2021
Department Professional Development	Process Standard Training/Best Practices	Administration Instructional Coach Guest presenter	Teacher artifacts Walk-thrus	9/24/2021
Data Digs	Disaggregate data on process standards and numeracy period	Instructional Coach Teachers Administration	Teacher artifacts Assessments	Monthly
Professional	Numeracy	Administrators	Walk-thrus	Monthly

Development School-wide	curriculum and data	Instructional Coach	Assessments	
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**Focus Area : Attendance**

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

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

**June 2024 MEASURABLE OUTCOME: 98% 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 2020-21 school year, Clifford Pierce Middle School had an average attendance rate of 94.24%.</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> <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 Teachers Office Staff	% of handbook signature pages Robocall data Parent newsletter	8/31/2021
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 Teachers Office Staff Social Workers Guidance Counselors	Parent contact Newsletters Robocall Staff bulletins Meeting updates	9/30/2021
Truancy Court	Implement with fidelity the MCSC Truancy Court program by using weekly attendance data to analyze.	Administrators Teachers Office Staff Social Workers	Reduction in referrals to truancy court	Ongoing

		Guidance Counselors		
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Parent Teacher Conferences (9/30/21, 1/27/22, 4/28/22)	Communicate with parents the MCSC attendance policy at parent-teacher conferences.	Administrators Teachers Office Staff Social Workers Guidance Counselors	% of parents at PT conferences	5/31/2022
Truancy Court	Monitor and continue to implement with fidelity the MCSC truancy court program and analyzing attendance data	Administrators Teachers Office Staff Social Workers Guidance Counselors	Reduction in referrals to truancy court	5/31/2022

**Focus Area: Behavior**

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
<b>June 2022 MEASURABLE OUTCOME: 2021-22 trimester 2 discipline referrals will decrease by 5% from trimester 2 from 2019-20.</b>				
<b>June 2023 MEASURABLE OUTCOME: 2022-23 trimester 2 discipline referrals will decrease by 5% from trimester 2 from 2021-22.</b>				
<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>  <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 <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input checked="" type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b> <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>
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	8/28/2021
Train teachers on PBL and more active, hands-on learning.	-Review handbook and behavior matrix -PD for teachers over PBL	Administrators, teachers	Exit tickets/ surveys for teachers, classroom observations	9/24/2021
-Monitor implementation of PBL and hands-on learning -PBIS activities	-Teachers conduct PBL lessons and submit plans or artifacts -Universal PBIS celebrations (dances, field trips)	Administrators, teachers	-Lesson plans/artifacts of PBL -Discipline data -Classroom observations	11/5/2021
-Monitor implementation of PBL and hands-on learning -PBIS activities	-Teachers conduct PBL lessons and submit plans or artifacts -Universal PBIS celebrations (dances, field trips)	Administrators, teachers	Lesson plans/artifacts of PBL -Discipline data -Classroom observations	12/17/2021



Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
-Monitor implementation of PBL and hands-on learning -PBIS activities	-Teachers conduct PBL lessons and submit plans or artifacts -Universal PBIS celebrations (dances, field trips)	Administrators, teachers	Lesson plans/artifacts of PBL -Discipline data -Classroom observations	2/25/2022

### **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
Bachelors	Paige Havelka-Vanderplow	Title I Math Aide	7/06/21
	TBD	Title I Math Aide	
ParaPro	Janet Holmes	EL Aide	8/18/10
Associate Degree	Candi Collins	RtI Aide	1/6/20
Bachelors	Wardell Hargrove	Math Aide	8/19/15
Bachelors	Anthony Avery	PEP Aide	2/22/21
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
	TBD	EH Aide	

## 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
Henderson	Megan			MEDIA SPEC
Elders	Joshua	General Elementary 1-6 7/8 ND, Science 1-9	1440863	EARTH/SPACE
Johnsen	Valerie	Visual Arts P-12 REPA	10247566	Art
Underwood	Whitney	Mathematics 5-9 REPA 3	10202069	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
Williams	Nicole	Computer Science REPA 3 - emergency permit	10273094	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
Siegfried	Ashley	Life Science Middle School/Junior High, High School Rules 2002	1607794	GR 8 SCIENCE
Stone	Chevin	Elementary / Intermediate Generalist, Rule 2002	1565982	GR 7 SCIENCE
Dyman	Nick	Social Studies, Instructional 5-9, REPA 3	10274566	GR 8 SS
Weil	Patrice	English 5-12 Rules 46-47	1399050	GR 8 ENGLISH
Delinck	Jessica	Rules 46 -47 General Elementary/Mathematics	1430278	8th Grade Math
Manthe	Christa	REPA 3, Visual Arts, P-12	10269992	ART
Kite	Stephanie	Rules 2002 Business Educ all grade/Earth/Space Science High school/Math/Science mid/jr high	1592730	GR 7 SCIENCE
Hill	David	Social Studies 5-9 REPA 3	10273148	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
Ahearn	Magdelana	Language Arts 5-12 REPA	10243614	Language Arts
Hardy	Elizabeth	CTE - Occupational FACS - Reciprocal Permit	10235879	FACS
Sabinas	Renee	(REPA) Instructional 5-9 - Language Arts	10050505	Language Arts
O'Keefe	Kelly	Life Science, 5-12, REPA 3 - Emergency Permit	10274411	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
Havelka-Vanderplow	Paige			7th Grd Math 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 Char Ed
Borgo	Bethany	REPA Instrumental/Vocal/General Music	10130329	Orchestra
Lain	Erin	REPA 3 Language Arts 5-12	10266764	7th English
Barnett	Jamie	Mathematics REPA 3 5-12 - Emergency Permit	10274412	GR 7 Math
Birkmeyer	Gregory	Language Arts REPA	10199855	8th English
Cheeks	Rick	Choral, General, Instrumental K-12 Rules 46-47	1099878	Choir
Dickerson	Alan	Rules 2002 Historical Pers/Sociology	1607792	Dean of Students
Huff	LaShonda	Rules 2002 Elem/Interm Generalist, PE, Business Ed	10018646	Basic Skills

LAST NAME	FIRST NAME	LICENSE SUBJECT	License #	ASSIGNMENT
Ulrich	Marc	Business Management And Finance	10249210	Business
Pelosa	Karlee	Language Arts REPA		English
Alessi	Alivia	Language Arts 5-9 REPA - Emergency Permit	10278119	Speech
Gray	Bonita	Computer Technical Support REPA3 - Workplace Specialist	10234358	Business
Morando	Lauren	Sociology/Hist Perspectives/Psychology Rules 2002	1592413	Social Studies
Waldier	Adam	Historical Persp, Socio, Gov't & Citizenship, Econ REPA	10044872	Social Studies
Madson	Pamela	Elem/Prim/Inter Generalist & Math 5-9	1455022	Math
Kristevski	Adrienne	Science REPA 3	16299191	Science 7th
Mendoza	Jason	Mathematics 5-9 REPA	10238466	GR 8 Math
Isabell	Charisse	Math MS/JH, Elem/Inter/Prim Generalist	12911283	Math
Jones	Brent	Physical Education k-12 REPA 3	10243260	PE
Wiersbe	Kerry	Guidance Counselor	1591844	Guidance
Collins	Candi	Business 5-12 REPA 3 - Emergency Permit	10277324	PEP Instructor
Butler	TeReika	Mathematics 5-9 REPA - Emergency Permit	10278115	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.

Merrillville Community School Corporation		
Professional Development / Early Release Dates		
2021-2022		
Thursday	08/19/21	Classroom Management
Thursday	08/26/21	Positive Learning Environment
Thursday	09/02/21	Department Meeting - Agenda and Minutes must be turned in
Thursday	09/09/21	Gr 9-12 P/T Conferences 3:30pm-6:30pm Student DO attend school
Thursday	09/16/21	Teaming
Thursday	09/23/21	Support for ALL Students - AJ/Stacy
Thursday	09/30/21	Gr 7-8 P/T Conferences 3:30pm-6:30pm Students DO attend school
Thursday	10/07/21	Department Meeting - Agenda and Minutes must be turned in
Thursday	10/14/21	Support for Teachers and Staff - AJ/Stacy
Thursday	10/21/21	Day Prior to Fall Break
Thursday	10/28/21	Curriculum Alignment Process
Thursday	11/04/21	Department Meeting - Agenda and Minutes must be turned in
Thursday	11/11/21	Differentiated Instruction
Thursday	11/18/21	K-6 P/T Conferences 12:30-7:30pm K-6 Student DO NOT attend school
	<del>11/25/21</del>	No School - Thanksgiving Break
Thursday	12/02/21	UDL
Thursday	12/09/21	Gr 9-12 P/T Conferences 3:30pm-6:30pm Student DO attend school
<b>FRIDAY</b>	12/17/21	Friday Prior to Winter Break/Early Release/No Professional Development

	<del>12/23/21</del>	No School - Winter Break
	<del>12/30/21</del>	No School - Winter Break
Thursday	01/06/22	Department Meeting - Agenda and Minutes must be turned in
Thursday	01/13/22	SEL
Thursday	01/20/22	Mindset Chapter 1
Thursday	01/27/22	Gr 7-8 P/T Conferences 3:30pm-6:30pm Students DO attend school
Thursday	02/03/22	Department Meeting - Agenda and Minutes must be turned in
Thursday	02/10/22	Mindset Chapter 2
Thursday	02/17/22	Day Prior to President's Day Break
Thursday	02/24/22	Mindset Chapter 3
Thursday	03/03/22	Department Meeting - Agenda and Minutes must be turned in
Thursday	03/10/22	Mindset Chapter 4
Thursday	03/17/22	Mindset Chapter 5
Thursday	03/24/22	Gr 9-12 P/T Conferences 3:30pm-6:30pm Student DO attend school
	<del>03/31/22</del>	No School - Spring Break
Thursday	04/07/22	Department Meeting - Agenda and Minutes must be turned in
Thursday	04/14/22	Day Prior Good Friday
Thursday	04/21/22	Mindset Chapter 6
Thursday	04/28/22	Gr 7-8 P/T Conferences, 3:30pm-6:30pm; Students DO attend school
Thursday	05/05/22	Department Meeting - Agenda and Minutes must be turned in
Thursday	05/12/22	Mindset Chapter 7
Thursday	05/19/22	Mindset Chapter 8
Thursday	05/26/22	Last Professional Development
Thursday	06/02/22	Early Release / No Professional Development / Day Prior to Last Day

### **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 2:25-3:25 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 are 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 Fieler 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
  - A description and examples of the curriculum and materials used to improve reading and math skills
  - Forms of academic assessment used to measure student progress and how schools are identified for improvement
  - Clarification of proficiency levels students are expected to meet
  - Family rights to request meetings to participate in decisions relating to the education of their child
  - 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 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 enroll their student to our school. Information will be provided to parents in their language.
- Parents will complete a parent survey in the Spring and again 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.

## **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 are 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 an 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 by 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 the 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 Akins	Adam Waldier	Lauren Morando
Arthur McKeague	Brittani Hedrick	Kenya Thomas-Shelton
Stacy Mills	Heather Walker	Sharon Igras
Stephanie Kite	Stephanie Lunsford	Tanya Bush

## **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 Akins, 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  
Fall 21 - NoRevisions

# 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  
Fall 21 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, demonstrates my support for the Professional Development Program submitted by the above mentioned school.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

<b>Printed Name</b>	<b>Group you are representing</b>	<b>Staff Signature</b>	<b>Date</b>
LaFonda Morris	Principal		
Renee Sabinas	Teacher		
Adam Waldier	Teacher		
Lauren Morando	Teacher		
Christopher Haddad	Teacher		
Tony Klippel	Teacher		
Ryan Manley	Teacher		
Jason Mendoza	Teacher		
Alan Dickerson	Dean of Students		
Brianne Rodriguez	Teacher		
	Parent		
RoseAnn Wilson	Clerical Support Staff		
Michael Akins	Assistant Principal		
Sharon Igras	Assistant Principal		

**District Assurance Form**