# Clifford Pierce Middle School



# Title 1
# School Improvement Plan

# 2023 - 2024

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**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 6000 students with 2105 students enrolled in five K-4 elementary schools, 915 at Merrillville Intermediate School, 982 at Clifford Pierce Middle School, and 2021 at Merrillville High School.  Clifford Pierce Middle School is  the only middle school exclusively comprised of  7th and 8th 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 7th and 8th grade.  The ethnic makeup of the student population is diverse with 65.3% Black, 11.1% White, 18.3% Hispanic, 4.4% multiracial, and .7% Asian. Included in the student population are 14.9% special education students and 2.4% English Language Learner students.  Students who qualify for free or reduced lunch represent 62.2% 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

Mission Statement

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

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.

**Comprehensive Needs Assessment**

The goals set forth in the 2023-2024 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**

Spring 2023 - 6th grade and 7th grade i-Ready Data

| Targeted iReady Domains | Grade | Mid or Above Grade Level | Early On Grade Level | On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Below Grade Level |
|---|---|---|---|---|---|---|---|---|
| **Math** **Algebra & Algebraic Thinking** | 6 / 7<br>**Total Avg.** | 20 / 15<br>**17.5** | 24 / 20<br>**22** | **44 / 35**<br>**39.5** | 30 / 32<br>**31** | 13 / 12<br>**12.5** | 13 / 21<br>**17** | **56 /65**<br>**60.5** |
| **Math** **Number & Operations** | 6 / 7<br>**Total Avg.** | 27 / 24<br>**25.5** | 20 / 24<br>**22** | **47 / 48**<br>**47.5** | 30 /22<br>**26** | 13 / 14<br>**13.5** | 9 / 15<br>**12** | **52 /51**<br>**51.5** |
| **E/LA** **Vocabulary** | 6 / 7<br>**Total Avg.** | 25 / 24<br>**24.5** | 13 / 20<br>**16.5** | **38 / 44**<br>**41** | 30 / 20<br>**27** | 15 / 15<br>**15** | 18 / 21<br>**19.5** | **63/ 56**<br>**59.5** |
| **E/LA** **Comprehension Informational Text** | 6 / 7<br>**Total Avg.** | 26 / 23<br>**24.5** | 15 / 17<br>**16** | **41 / 40**<br>**40.5** | 25 / 16<br>**20.5** | 10 / 10<br>**10** | 25 / 34<br>**29.5** | **60 / 60**<br>**60** |

| Targeted iReady Domains | Grade | Mid or Above Grade Level | Early On Grade Level | On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Below Grade Level |
|---|---|---|---|---|---|---|---|---|
| Math Overall Score | 6 / 7 Total Avg. | 18 / 15 13 | 26 / 23 16 | 44 / 38 29 | 31 / 28 35 | 11 / 15 15 | 13 / 19 21 | 55 /62 71 |
| E/LA Overall Score | 6 / 7 Total Avg. | 24/ 21 22 | 17/ 23 16 | 41 / 44 38 | 25/ 18 24 | 12/ 9 16 | 21/ 29 22 | 58 / 56 62 |

**ILEARN Data Current 7th & 8th Grade**

| 7th Grade Math | % Passing Gen Ed | % Passing SpEd | % Passing |
|---|---|---|---|
| 2018-2019 | 33 | 11 | 30 |
| 2020-2021 | 24 | 5 | 22 |
| 2021-2022 | 29 | .2 | 29 |
| 2022-2023 | 16 | 1 | 15 |

| 8th Grade Math | % Passing Gen Ed | % Passing SpEd | % Passing Total |
|---|---|---|---|
| 2018-2019 | 29 | 2 | 25 |
| 2020-2021 | 18 | 0 | 15 |
| 2021-2022 | 13 | .4 | 13 |
| 2022-2023 | 11 | 5 | 10 |

| 7th Grade ELA | % Passing Gen Ed | % Passing SpEd | % Passing Total |
|---|---|---|---|
| 2018-2019 | 43 | 8 | 38 |
| 2020-2021 | 43 | 6 | 38 |
| 2021-2022 | 40 | .4 | 40 |
| 2022-2023 | 33 | 3 | 30 |

| 8th Grade ELA | % Passing Gen Ed | % Passing SpEd | % Passing Total |
|---|---|---|---|
| 2018-2019 | 41 | 3 | 36 |
| 2020-2021 | 40 | 9 | 36 |
| 2021-2022 | 27 | 1 | 27 |
| 2022-2023 | 29 | 9 | 27 |

**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.

| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|
| 7th | 95.8 | 98.8 | 94.52 | 84.78 | 87.6 |
| 8th | 95.9 | 98.32 | 93.99 | 84.85 | 86.69 |
| Total School Year | 95.7 | 98.56 | 94.24 | 83.23 | 87.14 |

**Discipline Data**

|  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|
| Office Referrals | 3605 | 896 | 165 | 4322 | 16,269 or 10,565 |
| Detention | 1122 | 1486 | 0 | 1517 | 3225 |
| Friday School | 469 | 494 | 0 | 330 | 1302 |
| In-school Suspension | 335 | 350 | 66 | 704 | 771 |
| Out of School Suspension | 291 | 314 | 75 | 423 | 422 |

**Summary of Findings (Weaknesses, Root Causes)**
An analysis of the 2021- 2022 data led to the following observations and conclusions:

**Weakness**
- Algebra & Algebraic Thinking and Number and Operations are the lowest domains on Math iReady Diagnostic Assessment
- Vocabulary is the lowest domain on English/LA iReady Diagnostic

**Root Causes**
- Lack of common formative and summative assessments
- Low academic expectations
- Lack of academic interventions for students
- 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 disaggregates data by subgroups and focus areas. | | |
|---|---|---|
| **June 2024 MEASURABLE OUTCOME: Proficiency rate on iREADY in ELA will increase by 10%** | | |
| **June 2025 MEASURABLE OUTCOME: Proficiency rate on iREADY in ELA will increase by 15%** | | |
| **Focus Area** | iREADY ELA Proficiency | |
| **Root Cause** | **Lack of targeted interventions in lowest iReady domains.** | |
| **Data Based Rationale** | **56 % of the current students at Clifford Pierce Middle School are below grade level in the iReady Vocabulary domain.** | |
| **Research-Based Goal** | **Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.** | |
| **Evidence-Based Intervention** | **Description:**<br>● **School-wide alignment** | **Core Component (*if applicable*)**<br>☐ Safe Learning Environment |

| | | |
|---|---|---|
| | <ul><li>of strategies and best practices</li><li>**School-wide focus on specific reading comprehension skills**</li></ul> | ☐Technology<br>☒Curriculum<br>☒Instruction<br>☒Assessment<br>☐Parent Participation<br>☐District Level |

| **Targeted Group** (*for focused data analysis*) | **Choose all that apply**<br>☒F/R Lunch ☒SPED ☒ELL ☒Ethnicity ☒High-Risk |
|---|---|

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**Professional Development Plan**

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| Action Steps | Description of Action | Person Responsible | Evidence of Success | Date to Evaluate |
|---|---|---|---|---|
| Discuss academic data from i-Ready and preliminary ILEARN | Lead staff through root cause analysis and explain the plan | Administrators | Google form survey | 10/2/2023 |
| Identify best practices and strategies | PD over Marzano high yield teaching strategies | Administrators Teachers Instructional Coach | Teacher artifacts and assessments | 1/22/2024 |
| 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 | 8/28/23 |

**Focus Area : Mathematics**

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School: Clifford Pierce Middle School

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

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| June 2024 MEASURABLE OUTCOME: Proficiency rate on IREADY assessments for math will improve by 10% | | | | |
|---|---|---|---|---|
| **June 2025 MEASURABLE OUTCOME:** Proficiency rate on IREADY assessments for math will improve by 15% | | | | |

| | | | | |
|---|---|---|---|---|
| **Focus Area** | IREADY Math Proficiency | | | |
| **Root Cause** | Low performance in the Math Algebra & Algebraic Thinking and Number & Operations | | | |
| **Data Based Rationale** | 65% Below Grade Level - Algebra & Algebraic Thinking<br>51% Below Grade Level - Number & Operations | | | |
| **Research-Based Goal** | 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 | | | |
| **Evidence-Based Intervention** | **Description:**<br><br>● **Professional Development department specific over process standards and best practice strategies**<br>● **School-wide focus over number sense/computation (Numeracy period) using common curriculum** | | **Core Component** (*if applicable*)<br>☐ Safe Learning Environment<br>☐ Technology<br>☒ Curriculum<br>☒ Instruction<br>☐ Assessment<br>☐ Parent Participation<br>☐ District Level | |
| **Targeted Group (*for focused data analysis*)** | Choose all that apply<br>☒ F/R Lunch    ☒ SPED    ☒ ELL    ☒ Ethnicity    ☒ High-Risk | | | |

| Professional Development Plan | | | | |
|---|---|---|---|---|
| August Action Steps | Description of Action | Person Responsible | Evidence of Success | Date to Evaluate |
| 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 | 10/2/2023 |
| Discuss FLEX SCHEDULING period with staff | Communicate and share numeracy procedures and curriculum | Administrators<br>Instructional Coach | Exit ticket/climate session survey | 8/28/2023 |
| Department Professional Development | Process Standard Training/Best Practices | Administration<br>Instructional Coach<br>Guest presenter | Teacher artifacts<br>Walk-thrus | 9/25/2023 |
| Data Digs | Disaggregate data on process standards and | Instructional Coach<br>Teachers | Teacher artifacts<br>Assessments | Monthly |

| | numeracy period | Administration | | 13 |
|---|---|---|---|---|
| Professional Development School-wide | Numeracy curriculum and data | Administrators Instructional Coach | Walk-thrus Assessments | Monthly |

**Focus Area : Attendance**

| The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas. |
|---|
| **June 2024 MEASURABLE OUTCOME: 95% attendance** |
| **June 2025 MEASURABLE OUTCOME:  97% attendance** |

| Focus Area | **Attendance** | |
|---|---|---|
| **Root Cause** | **Students have not adjusted completely to being back in the building after COVID** | |
| **Data Based Rationale** | **In the 2022-23 school year, Clifford Pierce Middle School had an average attendance rate of 87.14%.** | |
| **Research-Based Goal** | **A specific schedule and process are used to monitor processes.** | |
| **Evidence-Based Intervention** | **Description:**<br>- **Monitor attendance regularly and communicate with parents**<br>- **Action plan with guidance counselors**<br>- **Social work services provided**<br>- **Truancy court for severe cases** | **Core Component (*if applicable*)**<br>☐Safe Learning Environment<br>☐Technology<br>☐Curriculum<br>☐Instruction<br>☐Assessment<br>☒Parent Participation<br>☒District Level |
| **Targeted Group (*for focused data analysis*)** | **Choose all that apply**<br>☐F/R Lunch  ☐SPED  ☐ELL  ☐Ethnicity  ☒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 | 8/31/2023 |

| Action Steps | Description of Action | Person Responsible | Evidence of Success | Date to Evaluate |
|---|---|---|---|---|
| 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 | 9/29/2023 |
| Truancy Court | Implement with fidelity the MCSC Truancy Court program by using weekly attendance data to analyze. | Administrators Teachers Office Staff Social Workers Guidance Counselors | Reduction in referrals to truancy court | Ongoing |
| Action Steps | Description of Action | Person Responsible | Evidence of Success | Date to Evaluate |
| Parent Teacher Conferences (9/29/22, 1/26/23, 4/27/23) | Communicate with parents the MCSC attendance policy at parent-teacher conferences. | Administrators Teachers Office Staff Social Workers Guidance Counselors | % of parents at PT conferences | 5/1/2024 |
| 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 | 5/31/2024 |

**Focus Area:  Behavior**

| The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas. |
|---|
| **June 2024 MEASURABLE OUTCOME:  2023-24 trimester 1 discipline referrals will decrease by 40% from trimester 1 from 2022-23.** |
| **June 2025 MEASURABLE OUTCOME:  2024-25 trimester 1 discipline referrals will decrease by 5% from trimester 1 from 2023-24.** |

| Focus Area | Behavior | |
|---|---|---|
| **Root Cause** | **Students are transitioning back into school from summer** | |
| **Data Based Rationale** | **Significantly more referrals during Trimester 1** | |
| **Research-Based Goal** | **The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff** | |
| **Evidence-Based Intervention** | **Description:** PBIS implementation and rewards for expected behaviors will decrease disciplinary infractions.<br><br>Emphasis on project-based and active learning, especially during winter months. | **Core Component (*if applicable*)** ☒Safe Learning Environment ☐Technology ☒Curriculum ☒Instruction ☐Assessment ☒Parent Participation ☐District Level |
| **Targeted Group (*for focused data analysis*)** | **Choose all that apply** ☒F/R Lunch        ☒SPED        ☒ELL        ☒Ethnicity        ☒High-Risk | |

| Professional Development Plan | | | | |
|---|---|---|---|---|
| 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 | 8/29/2023 |
| 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 | 9/26/2023 |
| -Monitor | -Teachers conduct PBL | Administrators, | -Lesson | 11/7/2023 |

| implementation of PBL and hands-on learning -PBIS activities | lessons and submit plans or artifacts -Universal PBIS celebrations (dances, field trips) | teachers | plans/artifacts of PBL -Discipline data -Classroom observations | 16 |
| --- | --- | --- | --- | --- |
| -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 | 12/12/2023 |

**Highly Qualified Paraprofessionals Information**

| HQ Information | Name | Position | Hire Date |
| --- | --- | --- | --- |
| 54 hrs college credit | Shaise Nora | Title I Reading Aide | 8/20/2008 |
| Associate Degree | Harriett Demetrakis | Title I Reading Aide | 3/19/2007 |
| | | Title I Reading Aide | |
| | | Title I Math Aide | |
| 141 hrs higher ed | Emily Spitzig | Title I Math Aide | 5/5/2021 |
| 85 credits hrs | Destiny Garcia | EL Aide | 3/20/2023 |
| Bachelors | Sharetta Simmons | RtI Aide | 2/10/2020 |
| | | PEP Aide | |
| | | Instructional/Behavioral Aide | |
| | | SpED Aide | |
| Para Pro | Karin Robinson | SpED Aide | 2/10/2010 |
| | | MoMH Aide | |
| | Vacancy | EH Aide | |

## Highly Qualified Teacher Information

| | | Vacancy | | 7th Grd Math 180 | |
|---|---|---|---|---|---|
| Johnsen | Valerie | Visual Arts P-12 REPA | 10247566 | Art | |
| Manthe | Christa | REPA 3, Visual Arts, P-12 | 10269992 | Art | |
| Hurysz (Simpson) | Kimberly | Health & Safety | 1119483 | ATODLIFES K | |
| Cheek | Rick | Choral, General, Instrumental K-12 Rules 46-47 | 1099878 | Band Director | |
| Collins | Candi | REPA 3,Language Arts, Emergency Permit | 10294430 | PEP Instructor | |
| Barber | Miranda | Rules 2002 Econ, Gov't & Citizenship, Historical Perspectives | 10035038 | Basic Skills Char Ed | |
| Ulrich | Marc | Business Management And Finance | 10249210 | Business | |
| Colakovic | George | REPA 3, Vocal, Instrumental, General Music | 10277768 | Choir | |
| | | | | COMPUTER SCIENCE | |
| Zivanovich | Michelle | REPA 3, Computer Science, Emergency Permit 5-12 | 10300069 | COMPUTER SCIENCE | |
| Waldier | Adam | Historical Persp, Socio, Gov't & Citizenship, Econ REPA | 10044872 | Dean Of Students | |
| Elders | Joshua | General Elementary 1-6 7/8 ND, Science 1-9 | 1440863 | EARTH/SPACE | |
| Lawson | Judith | English 9-12 ESL K-12, ELA5-9 Rules 46-47, REPA | 1498516 | ESL | |
| Cleek | Tiffany | Occupational Family And Consumer Sciences | 10299915 | FACS | |

| | | | | | |
|---|---|---|---|---|---|
| Hairston | Christina | New Hire English 5-12 Instruction | 10316725 | Gr 7 English | Silver |
| Lain | Erin | REPA 3 Language Arts 5-12 | 10266764 | Gr 7 English | Orange |
| Leslie | Erica | English | 1468997 | Gr 7 English | Green |
| Sabinas | Renee | (REPA) Instructional 5-9 - Language Arts | 10050505 | Gr 7 English | Red |
| Havelka-Vanderplow | Paige | REPA 3, Mathematics 5-9, Emergency Permit | 10279031 | Gr 7 Math | Green |
| Hogan | Stephanie | Repa Math5-9, Rules 46-47 Gov't, US Hist, Sociology | 1586423 | GR 7 Math | Silver |
| Rodriguez (Chorba) | Brianne | Rules 2002 Business Educ./Mathematics | 1619069 | Gr 7 Math | Orange |
| Underwood | Whitney | Mathematics 5-9 REPA 3 | 10202069 | Gr 7 Math | Red |
| Jenkins | Beryl | REPA Life Science | 10154377 | GR 7 SCIENCE | Orange |
| Ooms | Andrew | | | GR 7 SCIENCE | Red |
| Wiesemann | Hannah | REPA 3, Science 5-9, emergency permit | 10297448 | GR 7 SCIENCE | Green |
| | | Vacancy | | GR 7 SCIENCE | Silver |
| Klippel | Anthony | Rules 2002 Instructional Initial-Economics/Gov. & Citizenship /Historical Perspectives - 9-12 | 10048080 | GR 7 SS | Red |
| Pope | Dontrell | REPA 3, Social Studies 5-9, Emergency Permit | 10299315 | GR 7 SS | Silver |
| Sajkich | Alexander | REPA 3, Historical Perspectives/ Gov & Citizenship Conversion,/Economics Addition 5-12 | 10247569 | GR 7 SS | Green |
| Wroblewski | Andy | United States History, Sociology & World Civilization | 1450283 | GR 7 SS | Orange |
| Birkmeyer | Gregory | Language Arts REPA | 10199855 | GR 8 English | Copper |
| Dokich | Rachel | Rules 2002, French, Language Arts Jr& High School | 1582441 | GR 8 English | Blue |
| | | Vacancy | | GR 8 English | Yellow |
| Barnett | Jamie | Mathematics REPA 3 5-12 - Emergency Permit | 10274412 | GR 8 Math | Copper |
| Delinck | Jessica | Rules 46 -47 General Elementary/Mathematics | 1430278 | GR 8 Math | Blue |

| Mendoza | Jason | Mathematics 5-9 REPA | 10238466 | GR 8 Math | Purple |
|---|---|---|---|---|---|
| | | Vacancy | | GR 8 Math | Yellow |
| Howard | Lyzanethia | REPA 3, Science 5-9 Emergency Permit | 10302942 | Gr 8 Science | Copper |
| O'Keefe | Kelly | Life Science, 5-12, REPA 3 - Emergency Permit | 10274411 | Gr 8 Science | Yellow |
| Siegfried | Ashley | Life Science Middle School/Junior High, High School Rules 2002 | 1607794 | Gr 8 Science | Purple |
| | | Vacancy | | Gr 8 Science | Blue |
| Hill | David | Social Studies 5-9 REPA 3 | 10273148 | GR 8 SS | Copper |
| Jackson | Sharice | REPA 3, Historical Perspectives 5-12 | 10315486 | GR 8 SS | Purple |
| Morando | Lauren | Sociology/Hist Perspectives/Psychology Rules 2002 | 1592413 | GR 8 SS | Yellow |
| Walker | Heather | REPA 3, Historical Perspectives/ Gov & Citizenship Conversion,/Economics Addition 5-12 | 10186158 | GR 8 SS | Blue |
| Davis | Aynnayka | School Counselor Rules 46-47 | 1439393 | GUIDANCE | |
| Jenkins | Tarreka | School Counselor P-12, Emergency Permit | 10303050 | GUIDANCE | |
| Haddad | Christopher | Rules 2002 Instrumental and General Music | 1608296 | Instructional Coach | |
| Butler | TeReika | Mathematics 5-9 REPA - Emergency Permit | 10278115 | Math 180 | |
| Henderson | Megan | | | MEDIA SPEC | |
| Edwards | Madeline | REPA 3, Instrumental & General Music P-12 | 10293423 | Orchestra | |
| Jones | Brent | Physical Education k-12 REPA 3 | 10243260 | PE | |
| VanderWoude | Katrina | REPA 3, PE P-12 Emergency Permit | 10250272 | PE/Health | |
| | | Vacancy | | PEP Instructor | |
| Bush | Tanya | pe/health & safety (coaching endorsement k-12) | 1231212 | PHYSED GIRL | |
| Bazil | Tina | Rules 2002 Mild Intervention | 1591726 | Reading | |
| Robinson | Amanda | Reading & English Rules 46-47 | 1529905 | Reading | |
| Murry | Brandon | Emergency Permit Needed | | Reading 8th Grade | |
| Johnson | Sonya | Emergency POermit Needed | | Reading 7th Grade | |

**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 (Subject to Change) | | |
| 2023-2024 | | |
| Tuesday | 8/29/23 | Classroon Management 101 |
| Tuesday | 9/12/23 | SEL Curriculum - Second Step Training |
| Tuesday | 9/26/23 | PBIS |
| Tuesday | 10/10/23 | Restorative Practices |
| Tuesday | 10/31/23 | PLC Training |
| Tuesday | 11/7/23 | All Employees Job Embedded PD |
| Tuesday | 12/12/23 | PLC |
| Tuesday | 1/9/24 | PLC |
| Tuesday | 2/13/24 | PLC |
| Tuesday | 3/12/24 | PLC |
| Tuesday | 4/9/24 | PLC |
| Tuesday | 5/7/24 | All Employees Job Embedded PD |
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**Strategies 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**

Professional Learning Communities have 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:
    - o  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, and 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:**

| | | | |
|---|---|---|---|
| Candace Lillie | Alan Dickerson | DeeEtta Wright | Adam Waldier |
| Lauren Morando | Cheryl Smith | Nicole Dominguez | Heather Walker |
| 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 Partnership

**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 – 7th* Grade focuses on key foundational concepts that enable students to make connections while learning to think algebraically. *Course II – 8th* 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
Candace Lillie, Principal
Alan Dickerson, Assistant Principal
DeeEtta Wright, Assistant Principal
7th Grade Math Lab Teacher
8th Grade Math Lab Teacher
7th and 8th 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
Fall 23 - Revision-Staff Members' Names

# 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**

   o 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**

   o 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**

  o 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**

  o 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**

  o 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.

**Title I Program Description**

The Title I Language Arts support program serves 7th and 8th 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 7th and 8th 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 _____

| Printed Name | Group you are representing | Staff Signature | Date |
|---|---|---|---|
| Candace Lillie | Principal | | |
| Renee Sabinas | Teacher | | |
| Adam Waldier | Teacher | | |
| Lauren Morando | Teacher | | |
| Christopher Haddad | Teacher | | |

| | | | |
|---|---|---|---|
| Tony Klippel | Teacher | | <u>41</u> |
| Ryan Manley | Teacher | | |
| Jason Mendoza | Teacher | | |
| Alan Dickerson | Dean of Students | | |
| Brianne Rodriguez | Teacher | | |
| | Parent | | |
| Laura Nelson | Clerical Support Staff | | |
| Alan Dickerson | Assistant Principal | | |
| DeeEtta Wright | Assistant Principal | | |
| | | | |
| | | | |
| | | | |

**District Assurance Form**