

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	George Rogers Clark MS/HS
Local Education Agency Name	School City of Hammond
School Year	2019-2020

Comprehensive Needs Assessment

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Name	Stakeholder Group(s)	Role(s)
David A. Verta	Instructional leader	Principal
Lauren Dado	Instructional leader	Assistant Principal
Nathan Foor	Instructional Leader	Instructional Coach
Nick Perez	Instructional leader	Reading teacher 7th/8th
Melissa Klahn	Instructional leader	Reading teacher 7th
Cathy Fraser	Instructional leader	Math teacher 6th
Megan Tiscareno	Instructional leader	HS ELA
Mike Miller	Instructional leader	HS Math
Jessica Pramuk	Instructional leader	HS Science
Eric Schreiber	Instructional leader	HS Social Studies
Geri McClanahan	Instructional leader	HS Business/STEM
Laura Cochran	Instructional leader	HS Art
Julieann Moore	Instructional leader	HS PE/Health
Christina Drechsel	Instructional leader	Case Manager Special Ed.
Sarah Darwish	Instructional leader	Language Development
Joyce Haas	Instructional leader	Head Counselor
Sara Kapocius	Instructional leader	Counselor 8th/9th
Tangelica Soto	Instructional leader	Specials

Chris Howard	Instructional leader	HS World Languages
Steven Siar	Instructional Leader	Math Teacher 8th
Kim Syler	Community member	PTSA President
Nanette Boyer	Community member/parent	PTSA Vice President

II. Develop a vision of excellence

Vision of Excellence

George Rogers Clark Middle/High School develops students' confidence in their ability to learn. This is achieved by creating an environment that is safe, respectful, and accommodates all learning styles.

At George Rogers Clark, we create a family of lifelong learners who value the importance of an educational foundation that will prepare them for all future endeavors.

Our students are responsible in three major areas: attendance, attitude, and academics - Three A's...

- Attendance
 - Students are present and engaged in all school settings.
- Attitude
 - Students maintain a positive attitude putting forth their best effort on a daily basis
- Academics
 - Students are actively engaged in pursuing the skills required for being productive members of society.

All stakeholders are committed to the three A's and promote the ideology through the modeling of the practice by being present, passionate, and engaging all students in the learning process everyday.

III. Create a school profile

School Profile

George Rogers Clark Middle/High School is one of two middle/high schools within the School City of Hammond. Students generally enroll upon completion of fifth grade from three main feeder schools within the district. Those schools are Franklin, Lincoln and Irving, but there are exceptions. Students stay at Clark for grades 6-12.

Enrollment at Clark has steadily declined since the 2013-14 school year. We have lost an average of 26 students per year. Our current enrollment is approximately 1307. This number is comprised of approximately 768 high school students and approximately 539 middle school students. We are down about ten students from last year.

For the 2019-2020 school year, there are 39 general education teachers at the high school level and 32 at the middle school level. There are eight special education teachers, 12 special education paraprofessionals, and a special education case manager to serve approximately 180 students. There are two language development teachers, two paraprofessionals, and a language development case manager to serve approximately 220 students. Specialized instructional support is provided by way of an instructional coach, speech and language pathologist and assistant, school psychologist, social worker, school nurse, a health aide, family outreach coordinator, and four guidance counselors (two at the middle school level and two at the high school level). Clark Middle/High School has a principal, an assistant principal, and two deans of students supporting students daily in the 3A's.

Vision

We will LEAD!

Mission Statement

George Rogers Clark is a middle/high school that provides leadership learning by leveraging the collaborative power of educators, parents, and stakeholders to grow our students from the scholars of today into the leaders of tomorrow.

Core Beliefs or Core Values

Beliefs –

Ø Each student at Clark accepts responsibility for their own learning by:

- Actively participating in all stages of the learning process
- Being open-minded to new ideas and concepts
- Respecting the rights of others to learn
- Applying what is learned to daily life situations in the school and community
- Making a commitment to attend and participate in class every day

Ø Each staff member at Clark:

- Is a motivating role model
- Is a facilitator of life-long learning
- Uses diverse and challenging methods
- Creates a supportive atmosphere for students and colleagues
- Arrives prepared and ready for the day
- Encourages student attendance and participation in classes every day

Ø The parents and community of Clark:

- Act as positive role models
- Are supportive of the school's common goals
- Provide outside learning environments for students
- Ensure that their child is in attendance every day

Ø We believe that learning is best accomplished when:

- Differences and a variety of learning styles are recognized and valued
- Work is relevant and can be applied to problem solving in daily lives
- The learner has ownership and choices in the planning of learning experiences
- Learning and student achievement are positively reinforced
- Students attend classes every day because they value learning and the

process

Ø We believe that the school environment must be:

- Organized, yet flexible in order to maximize teaching and learning
- A non-threatening, respectful, supportive atmosphere where opinions are valued
- Current in technology to promote interactive studies
- Structured to include strategies for a variety of learning styles

Student Demographics

[Detailed demographic data for George Rogers Clark Middle/High School](#)

Staff Demographics

Diversity among staff has been increasing to reflect the community.

[Detailed staff demographic data for George Rogers Clark Middle/High School](#)

Student Behavior

George Rogers Clark Middle/High School is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The community can access the handbook, code of conduct, and board policies on the district website. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described.

With each new enrollment, a school administrator (principal, assistant principal, or one of the two deans of students) meet individually with each incoming student new to Clark. This is our opportunity to lay the foundation down in regards to expectations. This also allows us to show parents/students all of our support systems in place.

At the beginning of the school year, suspended curriculum is utilized to provide guidance to students regarding changes that may have occurred to policies and procedures as well as a review of existing policies and procedures for the building. Throughout the year, school personnel are provided with classroom management strategies designed to prevent and effectively respond to student misconduct occurring within the classroom.

Classroom teachers, intervention personnel, and student services work closely to provide ongoing guidance on topics such as resisting drugs and violence, personal goal setting, bullying, and mental health.

[Detailed behavior data for George Rogers Clark Middle/High School](#)

Student Academic Outcomes

Detailed academic outcome data for George Rogers Clark Middle/High School

- [Literacy](#)
- [Math](#)
- [HS](#)

Summary of Current School Improvement Strategies

Current school improvement strategies are:

- Involvement of instructional leads, administrators, educators, students, and community members in the CNA/SIP process
- Regular collection of qualitative data from both educators and community to better understand the root causes of the needs that the quantitative data shows

- Analysis of both qualitative and quantitative data to determine primary needs and interventions to best meet student needs
- Description and elaboration on the key findings of the CNA process

Summary of Core Curricula

Clark is currently utilizing a curriculum that has been designed at a district-level by educators within that content area and level based on the Indiana Academic Standards. Curriculum-wide district map creation is an ongoing process. Core content areas are currently employing the curriculum maps developed during curriculum planning workshops.

Teachers are beginning to connect the district-mandated to relevant material to better meet the needs of the students at Clark. They are constantly differentiating content to meet our learners where they are.

[Current curriculum maps for George Rogers Clark Middle/High School](#)

Summary of Formative and Summative Assessments

Clark employs a variety of assessment techniques and devices to evaluate student academic growth. The instructional coach and instructional leads design professional development to assist educators in meeting those deficits identified by assessments.

- Formative
 - NWEA (grades 6-10)
 - Classroom assessments
 - Bell-ringer/exit slip data
- Summative
 - Normed assessment - ISTEP+/iLearn (grades 6-8, 10 + retesters)
 - Educator-created, standards-based, administrator-approved pre/post assessments
- Subject specific
 - Math
 - Formative
 - Timed-test data (middle school)
 - Thinkboxes
 - Real world word problems
 - Check for understanding
 - Technology based (Quizlet, Kahoot, Google Forms)
 - <https://drive.google.com/open?id=0B1mYTOKbRVMsT2RVZ3MycEc1ZzQ>
 - ELA

■ Formative

- Writing prompts
- Reader/writer conferences
- Quick writes
- Rubric based
- Technology based (Quizlet, Kahoot, Google Forms)
- <https://drive.google.com/open?id=0B1mYTOKbRVMsT2RVZ3MycEc1ZzQ>

Summary of Academic Intervention and Enrichment Programs

The faculty and support staff at Clark believe that students should be responsible for actively engaging in their education. To meet the diverse needs of all learners and keep them actively engaged in the educational process, a multi-tiered system of support has been put into place.

Differentiated instruction at Tier 1 occurs within the regular class period. When Tier 2 students are identified, their needs can be met in a variety of ways. The implementation of centers within classrooms allow educators to provide both one-on-one instructor guidance, as well as, exposure to technology-based interventions within a class period. Outside of the school day there are several tutoring options for Tier 2 and 3 students. Tier 3 supports provide for students on an as-needed basis. Support offered include special education services (including a basic skills course), language development courses, honors courses (including advanced placement and dual credit), and remedial courses.

Off-site supports which provide specialized services for qualifying students include the Area Career Center, Twenty-first Century Scholars, and a Dual Credit program through Calumet College of St. Joseph.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

- PBIS
- Community-based education (CBE) services to support high school students with intense disabilities
- Peer Tutoring opportunities within classrooms, student services, and other areas of need
- Co-taught English and Mathematics courses
- Steps to Success (S2S) to support Middle School emotional/behavioral needs
- Incoming sixth grader Jump Start
 - Brings together students from our three feeder elementary schools before the start of the school year. The students are tested in core

content through NWEA and introduced to the policies, procedures, personnel, and facilities at Clark.

- National Honors Society Tutors
 - Before and after school peer tutors available to all students.
- PLATO courses
 - Both on and off-site
- Upward Bound (TRIO)
- Alternative Placement Program (APP)

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Teacher and staff recruitment and retention are very important to Clark. The district governs the recruitment, selection, and induction policies.

- Recruitment
 - District-hosted job fairs
 - Web postings
 - Partnerships with colleges/universities
 - Social media outlets
- Selection
 - Interview committee
 - Decision by ranking
- Induction
 - Human resources

In regards to teacher retention, Clark administration and instructional leads provide many supports.

- Retention
 - New teacher meetings biweekly
 - Recognition
 - Professional growth opportunities
 - Instructional coaching
 - Non-evaluative walkthroughs

Summary of Teacher and Staff Professional Learning Opportunities

Essentially there are three “coaches” within Clark. An instructional coach, a language development coach, and a special education coach. Each coach provides in-house professional development on a regular basis and the content is decided upon by administration. If desired, educators can request to attend professional development off-site.

Department	Professional Development Opportunities

Special Education	Bi-monthly
Language Development	Monthly
Best Practices w/ Instructional Coach	Weekly

Summary of Teacher and Staff Coaching and Evaluation Model

Clark utilizes the National Institute for Excellence in Teaching (NIET) framework for educator evaluations. This process allows for collaborative determination of areas for refinement and reinforcement. If deemed necessary or sought, educators can meet with the instructional coach to work on areas of reinforcement.

Educators are also required to complete a student learning objective (SLO) each school year. These learning objectives are determined by the district in core subjects and individual educators in all other subjects. All student learning objectives (SLOs) must be approved by the principal. This allows for conferencing at the time of their creation, as well as at the time of their culmination. Educators meet with the principal again at the end of the school year to determine if they met their objective and identify the cause if not.

Administration and instructional coaches perform walkthrough observations and provide feedback to teachers to support and enhance their classroom instruction and student achievement. Walk-through observations are performed throughout the year to help coach teachers to improve student achievement.

Summary of Key Family and Community Engagement Strategies

- PTSA
- Title 1 parent liaison
- Open houses (3)
- Subject area side-by-side
- Principal's Town hall meeting (monthly)
- Side-by-sides (2)
- School hosted events (min. 2)
- Parent orientation
- Student orientations
- School website
- Facebook
- Twitter
- School Messenger (all call)
- Progress reports
- Freshmen community building night (4)
- Parent night (6th grade)

List of Community Partnerships

- Geminus
- STARS Mentoring
- Hammond Port Authority
- Whiting/Robertsdale Chamber of Commerce
- City of Hammond
- City of Whiting
- College Bound
- 21st Century Scholars
- Purdue Northwest
- Calumet College of St. Joseph
- Center of Workforce Innovations
- Indiana Workforce Development

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Description of the Gaps Identified between the Vision of Excellence and School Profile

Attendance:

To educate our students, they need to be in school. During the past three school years, there have been between 17-20% of our students labeled "chronically absent." Chronically absent students are missing 10% or more of the total school days. In addition, 27-30% of students are approaching "chronically absent" during that same time frame. Approaching "chronically absent" are missing between 5-9% of the total school days. This does not align to Clark's Vision of Excellence.

College and Career Readiness:

High school:

Our goal is to have 80% of students equipped with a plan and the resources to achieve their goals after high school. On average, 20% of our students have no goal post-graduation.

- Special education:

70% of all high school students with mild disabilities will be on track with credit requirements for graduation.

Middle school:

Our middle school students come in below level. The NWEA assessment is administered three times yearly. Students are meeting their growth school year projections, but these scores do not close the gap between where they are academically and their grade level expectations. This leads to poor performance on state assessments. During the 2017-18 school year, only 20% of middle school students were deemed proficient in grade level content standards in math and 32% in English. By not closing the achievement gap for these students, we are unable to adhere to our Vision of Excellence.

[Gap Analysis Worksheet](#)

Description of Focus Area 1

Attendance: Clark students will achieve an attendance rate of 95% or higher.

Description of Focus Area 2

College and Careers: 80% of the senior class will be college and career ready. This includes plans for college, vocational/technical school, or the armed services.

Special Education: 70% of all high school students with mild disabilities will be on track with credit requirements for graduation.

Description of Focus Area 3

NWEA Growth: Clark students enter below nationwide NWEA norms.

All students that have a RIT score below grade level will meet not only their projected growth, but exceed it by meeting the next grade level's end-of-year norm, thereby closing the knowledge gap they have accumulated. This will assist students in demonstrating their skill set on state assessments at their level.

80% of students who come in below grade level will increase by one grade level or more.

V. Collect additional data on focus areas

Additional Data Sources Collected
Additional Data Collected for Focus Area 1
Tardy Check-in Survey Attendance Conference Log Attendance Data Analysis
Key Takeaways: Our students are prioritizing other items in their life above their education. They do not understand the importance of being on time, or for some, being in attendance at school at all.
Additional Data Collected for Focus Area 2
Guidance session tracking School-wide surveys STN Post Graduate Reports US News and World Report
Key Takeaways: While we are making progress towards college and career readiness for our students, many still do not value or see a connection between their high school education and career opportunities. We need to develop a better way to track students' qualitative data regarding post-graduate plans and put more supports in place to assure their goals are attainable.
Additional Data Collected for Focus Area 3
Teacher and instructional lead focus groups School-wide surveys NWEA growth data for all grades (2016-2018) NWEA grade data for grades 6-8 NWEA MS data for all grades
Key Takeaways: We are falling short of nationwide norms for grade levels. We are scoring poorly on state assessments because our students do not have the skill sets needed due to their lack of foundational knowledge required to take them to the next level of content. We need to lessen the gaps between where our students are and where they need to

be by the time they enter high school.
 Elementary schools that feed into Clark are having difficulty preparing students for middle school content.

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Instructional leads	Focus group	17	Vision of Excellence Teacher team contributions Final
Students	Survey	~100	Tardy Check-in Survey
Deans/SEIs	Survey	4 of ~75 students	Attendance Conference Log
Students	Survey	~100	Post Grad Plans
MS Instructional leads	Survey/focus group	5	NWEA Goals
Teachers	Survey	81	Teacher Profile Data

VI. Analyze data to determine key findings and root causes

Data Analysis, Key Findings, and Root Causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Focus Area 1

Conclusions from data quality check for Focus Area 1:
[The CNA team feels the data collected to inform focus area one is adequate.](#)

Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):
 N/A

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>A large percentage of our students are labeled as “chronically absent”.</p> <p>A large number of students were identified as arriving after the start of the school day.</p>	<p>Students are oversleeping or prioritizing other things over school.</p>	<p>Students and their families do not find the value in attending school on a daily basis.</p> <p>No connection to school... Students and their families do not fully trust our school to educate their students</p>

Focus Area 2

Conclusions from data quality check for Focus Area 2:
 The CNA team feels the data to inform focus area two is inadequate.
 To truly address the college and career readiness of our students, many more things need to be documented with fidelity. The information is not something we are able to go back and pull due to it has never been documented in a usable way.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):
 Student pathway information was just collected recently.
 We are currently working on creating forms to track the information we need for this focus area, as well as, information required for this report that we have not previously

tracked that the guidance office will utilize when meeting with students moving forward this year.		
Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<p>On average 25% of our students have no post-graduation plans. Our graduation rate was 75.86% for the 2017-18 academic year. The 2018-19 year's rate was 80%.</p>	<p>Guidance documentation needs to support the work they are doing, and allow for easy follow up which it does not.</p> <p>Cohorts lose students which affects our graduation rate.</p>	<p>Lack of system for effectively monitoring ALL students within the building</p> <p>Lack of resources to engage low-interest students in their education and keep them at Clark</p>

Focus Area 3		
<p>Conclusions from data quality check for Focus Area 3: The CNA team feels the data collected to inform focus area three is adequate.</p>		
<p>Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process): N/A</p>		
Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<p>Majority of students are below nationwide norms on NWEA assessments. They are not doing well on state assessments because they are below grade level in terms of standards-based knowledge.</p>	<p>Students are not achieving on state assessments because they are not on grade level. Increasing the level of students' knowledge base will increase the success that students have on state assessments as they close the gap approaching their grade level.</p>	<p>Most of our students begin their education with odds stacked against them and continue to increase their deficiencies as they fall farther behind each academic year.</p>

School Improvement Plan Template

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Name	Stakeholder Group(s)	Role(s)
David A. Verta	Instructional leader	Principal
Lauren Dado	Instructional leader	Assistant Principal
Nathan Foor	Instructional leader	Instructional Coach
Nick Perez	Instructional leader	Reading teacher 7th/8th
Steve Siar	Instructional leader	Math teacher 8th
Melissa Klahn	Instructional leader	Reading teacher 7th
Mary Fraser	Instructional leader	Math teacher 6th
Megan Tiscareno	Instructional leader	HS ELA
Randy Nisen/Mike Miller	Instructional leader	HS Math
Jessica Pramuk	Instructional leader	HS Science A
Eric Schreiber	Instructional leader	HS Social Studies
Geraldine McClanahan	Instructional leader	HS Business/STEM
Laura Cochran	Instructional leader	HS Art
Julieann Moore	Instructional leader	HS PE/Health
Christina Drechsel	Instructional leader	Case Manager Special Ed.
Sarah Darwish	Instructional leader	Language Development
Joyce Haas	Instructional leader	Head Counselor
Sara Kapocius	Instructional leader	Counselor 8th/9th
Tangelica Soto	Instructional leader	Specials
Chris Howard	Instructional leader	HS World Languages
Zayra Salinas	Instructional leader	Dean of Students

David Borsits	Instructional leader	Dean of Students
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Committee's Focus: Attendance

Name	Stakeholder Group(s)	Role(s)
Zayra Salinas	Student management	Dean of Students
David Borsits	Student management	Dean of Students
Kristin Kolat	Student management	SEI
Gwen Atkins	Student management	Attendance supervisor
Cynthia Moreno	Student management	Attendance aide
Laura Cochran	Instructional lead	Teacher
Michael Miller	Instructional lead	Teacher
Chris Howard	Instructional lead	Teacher

Committee's Focus: Attitude

Name	Stakeholder Group(s)	Role(s)
Sara Kapocius	Instructional lead	MS Counselor
Joyce Haas	Instructional lead	HS Counselor
Christina Drechsel	Instructional lead	SpEd Case Manager
Melissa Klahn	Instructional lead	Teacher
Mary Fraser	Instructional lead	Teacher

Committee's Focus: Academics

Name	Stakeholder Group(s)	Role(s)
Megan Tiscareno	Instructional lead	HS Teacher

Jessica Pramuk	Instructional lead	HS Teacher
Geri McClanahan	Instructional lead	HS Teacher
Eric Schrieber	Instructional lead	HS Teacher
Steven Siar	Instructional lead	MS Teacher
Nicholas Perez	Instructional lead	MS Teacher
Nathan Foor	Instructional lead	Instructional Coach
Lauren Dado	Instructional lead	Assistant Principal
David Verta	Instructional lead	Principal

Committee's Focus: Special Education		
Name	Stakeholder Group(s)	Role(s)
Christina Drechsel	Instructional lead	Specia
David Verta	Instructional lead	Principal

Lauren Dado	Instructional lead	Assistant Principal
Nathaniel Foor	Instructional lead	Instructional Coach

II. Review focus areas, key findings, and root causes

Review of Focus Area 1	
Description of Focus Area 1: Attendance: Clark students will achieve an attendance rate of 95% or higher. <i>(Click here to return to the description of Focus Area 1 from the CNA)</i>	
Modified Description of Focus Area 1: Not needed	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<i>(Click here to return to the description of key findings for Focus Area 1 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 1's key findings from the CNA)</i>
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Not needed	Not needed

Review of Focus Area 2
Description of Focus Area 2: College and Careers: 80% of the senior class will be college and career ready. This includes plans for college, vocational/technical school, or armed services. <i>(Click here to return to the description of Focus Area 2 from the CNA)</i>
Modified Description of Focus Area 2: While we are making progress towards college and career readiness for our students, many still do not value education. We need a better way to track students' qualitative data regarding post-graduate plans and put more supports in place to assure their goals are attainable.

Our 2018-2019 graduation rate was 80.65%.

While we met our goal for focus area 2, in order to feel as though this goal has truly been fulfilled, we feel a better baseline is needed to determine if there are repeated correlated trends to ensure students are truly successful in their post high school future. School improvement focus needs to continue to build the infrastructure of the new graduation requirements in order to increase student agency in fulfilling their desired pathways for their future.

- Sub-goal Focus: Special Education

Interventions need to be implemented from grades 9-12 to ensure our students with special needs are given the proper supports to fulfill graduation requirements and be equipped with the skills to be successful citizens.

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
<i>(Click here to return to the description of key findings for Focus Area 2 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i>
Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Our students need to be better informed earlier in their high school experience about career opportunities.	Our students are unaware of the job opportunities that are in high demand. Our past curriculum failed to build pathways for these students outside of the ACC. Those students who are not college bound do not see the relevancy to their goals.
As a staff we need to ensure all students are meeting their academic requirements before they are a graduation risk	Beginning freshman year, all students need to be monitored to ensure they are not off track to graduate. Freshman and sophomore students do not understand the urgency in keeping up with their academics until it is too late to close their credit gap.
Our students with special needs will be supported throughout their high school experience to ensure they do not fall academically or	Students with special needs often fall behind academically and are not provided the support to keep them on track.

socially behind.	
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Review of Focus Area 3

Description of Focus Area 3:
NWEA Growth: Clark students enter below nationwide NWEA norms. All students that have a RIT score below grade level will meet not only their projected growth, but exceed it by meeting the next grade level’s end-of-year norm, thereby closing the knowledge gap they have accumulated. This will assist students in demonstrating their skill set on state assessments at their level. Our percent proficient was 20% for math and 32% for English. Our current percent proficient is 40% for math and 41% for English. Bringing their RIT scores up will enable our students to tackle grade-level content and therefore perform on state standards-based assessments.
(Click [here](#) to return to the description of Focus Area 3 from the CNA)

Modified Description of Focus Area 3: Not needed

Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
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<i>(Click here to return to the description of key findings for Focus Area 3 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 3’s key findings from the CNA)</i>
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Modified description of key findings for Focus Area 3 based on the SIP development team’s discussion	Modified root causes for key findings based on the SIP development team’s discussion
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Not needed	Not needed
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III. Describe the school's core components to identify opportunities to address focus areas

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

Safe Environment:

In an effort to provide a safe learning environment for students, staff, and community, Clark Middle/High School employs off-duty Hammond and Whiting police officers as security officers in the building. There are also 24-hour video cameras monitoring hallways, all entrances, the parking lot, and the cafeteria. In 2007-08 Clark Middle/High School instituted a uniform dress code for students. In addition, both students and staff are provided with a photo ID, which is to be worn at all times. This has aided security and staff to readily identify all visitors and direct them to the office in efforts to better provide a safe, secure environment that is optimal for educating Clark Middle/High School students.

Entrance to the building has been limited to two designated doors, one of which has a buzzer and live camera-feed to the main office. Monitors in the main office provide visual and audible communication between the visitor and the office staff, who then can electronically admit the person.

Suspended curriculum is a three day program that our MS and HS take part in at the beginning of the school year. This program helps build a solid foundation that provides our students with a clear understanding of what is expected.

A peer mentoring program has been in existence for two years, utilizing students who are expected to help students acclimate and progress seamlessly throughout their school day. This program also addresses students who are at-risk for academic failure and behavioral problems.

PBIS (Positive Behavioral Intervention Supports) was implemented 5 years ago in an effort to keep the school environment safe. Students are rewarded for showing signs of citizenship such as displaying a caring attitude, helping others, and/or behaving appropriately in the building. PBIS also identifies support systems for our students. This show them exactly who to go to when they are in need of extra guidance and support. Involved in this process are our SEI, counselors, teachers, and

administration.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?

In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?

For Focus Area 1:
Our students and staff will feel valued, respected, and safe resulting in a desire to be a part of the learning community here at Clark.

For Focus Area 1:
We are not considering outside factors affecting students' sense of security and mistrust of schools.

For Focus Area 2:
We are providing supports, clear expectations, and a reward system in addition to disciplinary consequences in an effort to keep students on track and focused on their future.

For Focus Area 2:
We are not giving enough attention to the low-need and middle student. We focus on behavioral problems and those that go above and beyond. Some students are falling between the cracks due to lack of resources.

For Focus Area 3:
By creating a safe environment, we are allowing students to focus on closing their education gap while they are in the building.

For Focus Area 3:
We are not considering outside factors affecting students' sense of security and mistrust of schools.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Clark is currently utilizing a curriculum that has been designed at a district-level by educators within that content area and level based on the Indiana Academic Standards. Curriculum-wide district map creation is an ongoing process. Core content areas are currently employing the curriculum maps developed during curriculum planning workshops.

Teachers are beginning to connect the district-mandated to relevant material to better meet the needs of the students at Clark. They are constantly differentiating content to meet our learners where they are.

[Current curriculum maps for George Rogers Clark Middle/High School](#)

Tier 1 instruction is based on curriculum maps that have been designed at a district level by teachers in those courses. It is a work in progress. Our teachers who do not have district-created curriculum maps utilize maps of their own creation based on Indiana standards. School City of Hammond has chosen to implement district-wide curriculum maps to address the transiency between our schools.

Clark currently employs the following academic interventions:

- English/Language arts
 - Language lab
 - Reading lab
 - Remediation courses
 - Sixth grade 90-minute block
 - Seventh-eighth grade 90-minute split co-planned instruction
- Math
 - Math XL
 - Remediation courses
 - Sixth grade 90-minute block
- All areas
 - Check and connect (student self-monitoring program/faculty-student connection building)

- Sheltered Instruction Observation Protocol (SIOP)
- Center-based instruction
- National Honor Society tutoring
- PLATO courses (within and outside of the school day)

All of the above interventions have been chosen for their effectiveness in the past. The plan for this year is to collect data and evaluate these interventions for their effectiveness as well as research other interventions that are available to us.

All of our curricular materials are culturally responsive. As often as possible, teachers supplement their curriculum with resources that embrace local as well as cultural concepts. English/language arts teachers often choose readings that are culturally diverse to increase student buy-in. Math teachers employ terminology and scenarios that are relevant and with real-world applications.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: N/A</p> <p>Engaging curriculum along with properly-timed interventions will aid students in valuing their education. They will feel success and their desire to be in attendance at school will increase.</p>	<p>For Focus Area 1:</p> <p>Our curriculum is not designed to address the academic gaps our students arrive with as they are based on grade-level standards leaving students far behind and adding to their disengagement. Interventions primarily technology based due to limited funding for staffing.</p>
<p>For Focus Area 2:</p> <p>District-wide curriculum maps in core content areas allow students to not feel left behind should they transfer to another middle/high school within our district.</p>	<p>For Focus Area 2:</p> <p>The curriculum maps are not being implemented with fidelity within the building, much less the district.</p>
<p>For Focus Area 3:</p> <p>Curriculum maps based on grade-level standards ensure students are exposed to and engaging with the content that is prescribed by the state allowing them to have success on standardized testing.</p>	<p>For Focus Area 3:</p> <p>Our curriculum is not designed to address the academic gaps our students arrive with as they are based on grade-level standards.</p>

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Clark employs a variety of assessment techniques and devices to evaluate student academic growth. The instructional coach and instructional leads design professional development to assist educators in meeting those deficits identified by assessments.

- Formative
 - NWEA (grades 6-10) (thrice yearly)
 - Classroom assessments (@ conclusion of concepts/units)
 - Bell-ringer/exit slip data (daily)
- Summative
 - Normed assessment - ISTEP+/iLearn (grades 6-8, 10 + retesters)
 - Educator-created, standards-based, administrator-approved pre/post assessments (@ conclusion of concepts/units)
- Subject specific
 - Math
 - Formative
 - Timed-test data (middle school)
 - Thinkboxes
 - Real world word problems
 - Check for understanding
 - Technology based (Quizlet, Kahoot, Google Forms)
 - <https://drive.google.com/open?id=0B1mYTOKbRVMsT2RVZ3MycEc1ZzQ>
 - ELA
 - Formative
 - Writing prompts
 - Reader/writer conferences
 - Quick writes
 - Rubric based
 - Technology based (Quizlet, Kahoot, Google Forms)
 - <https://drive.google.com/open?id=0B1mYTOKbRVMsT2RVZ3MycEc1ZzQ>

[VZ3MycEc1ZzQ](#)

Middle School teachers have a scheduled collaboration period in addition to their prep period. This period can be used to discuss their assessment implementation and outcomes with their team or department or seek out the instructional coach for further guidance. There are also opportunities for teachers to receive professional development regarding their assessments from outside sources during this time.

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Increasing student success on assessments will increase their belief in their power to learn thereby removing the feeling of defeat and increasing participation in the learning process.	For Focus Area 1: Not all assessments used are relevant or they do not allow for student success. Students have had little to no success on state/district/classroom assessments which leaves them with no reason to try.
For Focus Area 2: Administering ASVAB, PSAT, and SAT allows soon-to-be graduates to see what options are available to them as well as provide them with a path to success.	For Focus Area 2: Students are inundated with assessments and cannot rank their importance. They do not understand which tests really have an impact on their future.
For Focus Area 3: NWEA national norms along with the Learning Continuum and Map Skills provide a framework for getting students on grade level	For Focus Area 3: Not looking to build confidence or close the achievement gap. Does not consider students that are average and maybe not thinking long-term.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual

lessons?

5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers utilize a “What? How? Why?” objective that describes the class goal and the path to get there. They also utilize instructional strategies and response strategies that address all diverse students’ needs and actively engage them.

Student learning is our ultimate objective. Using a student’s life as the foundation for education has proven beneficial. All of our teachers are encouraged to make real relationships with their students. We use a program called “Check and Connect” to foster relationships with our students and allow for a start for conversation about student achievement and the factors that may be affecting it. We also implement a suspended curriculum at the start of each term that allows students and staff to get acquainted and cover material that is needed.

Teachers are in the process of developing center-based instruction. This will allow teachers to meet many different needs within one class period. In the 2019-20 school year, teachers within departments will continue vertical articulation. This articulation will ensure that departments are collaborating for the common purpose of student growth and sharing resources and common practices for further development.

All teachers perform periodic checks for understanding throughout their lessons. This allows them to reteach right in the moment if necessary. It also allows them to differentiate their instruction to meet all student needs.

To ensure the faculty is varying instructional styles and meeting the needs of all learners, walkthroughs are completed within the building. There are also two scheduled observations based on the NIET framework that allows teacher practice to be observed and discussed.

Approximately 25% of our teachers are SIOP-trained. They have received strategies and methods for educating all learners, including those with limited language proficiency. The principles included in SIOP have been given at an entry-level to the entire staff and best practices have been shared through professional development. Eventually, all teachers within the building will be SIOP-trained. In addition to SIOP, we have in-house Language Development faculty. We have two full-time teachers and a case manager.

<p>How will the school's plan for instruction also help the school address its focus areas?</p>	<p>In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: Instruction will be delivered in a way that allows all students to feel accepted and able to succeed. This will increase their desire to be present.</p>	<p>For Focus Area 1: Not all teachers are SIOP trained so that creates a gap in instruction.</p>
<p>For Focus Area 2: By providing scaffolding during instruction it allows our students to succeed and provides them with the resources they need to be successful post graduation.</p>	<p>For Focus Area 2: Some teachers are not making the connection or providing a pathway to success post graduation.</p>
<p>For Focus Area 3: By providing scaffolding during instruction, it allows our students to succeed and it helps close the achievement gap.</p>	<p>For Focus Area 3: Teachers are not always using data when making instructional decisions.</p>

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

Clark Middle/High School is well aware of the cultural diversity that our community represents. There are many events and programs that exist to help us explore, celebrate, and educate our clientele and ourselves.

Our school's language development department celebrates Cinco de Mayo each year. They put together a beautiful celebration in the school's cafeteria. Students, staff, and community members are involved. We also celebrate Hispanic Heritage month. Our Parent liaison at Clark create activities for the month for students and staff.

We have made sure that all correspondence with the community is in both English and Spanish.

District level administrators offer professional development in regards to diversity and cultural competency. Also at the District level the Language Development Department does a yearly resource fair for the entire school district and surrounding community. They also offer parents courses in English as a second language.

During the months of September and February we celebrate Hispanic Heritage and Black History Months, respectively where a different prominent figures are spotlighted during the morning announcements and our halls are filled with displays centered around powerful figures from those cultures.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: When students feel accepted, they feel connected. This will help with daily	For Focus Area 1: We are not celebrating all ethnicities so this leaves out some of the student body.

attendance.	
For Focus Area 2: Students receive counseling specific to their needs. There are many opportunities exclusive to our Hispanic population regarding post-high school opportunities.	For Focus Area 2: Not all students receive all of the information regarding resources available to them. Session topics are not tracked. Not all opportunities are explored.
For Focus Area 3: SIOp-trained teachers are heavily concentrated in the middle school. This gives all of our lower level teachers some understanding of both diversity and diverse needs and provides culturally-responsive techniques they can apply to all learners in order to close the achievement gap.	For Focus Area 3: SIOp-based strategies are not always evident in everyday instruction. Not everyone is trained.

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

The PTSA and Title 1 parent liaison are currently working in community outreach. We have many opportunities for parents to come into the building and engage in the educational process.

Our school currently has three open house/conference days, two side-by-side days, and a night where parents and community members can meet with the administration once per month.

We utilize all of these days, as well as our school messaging system and social media, to both hear parent/community concerns and keep them apprised of what we are doing here at Clark.

Here at Clark we have a diverse base of non-certified employees as well as teachers and administrators. These staff members are consistently bridging the gap and helping to form true partnerships between the school and community. They always make themselves available for translation services, amongst other things, when necessary.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Trust in the school is paramount to student success. If the families believe in the school's purpose, they will ensure their students make it to school.</p>	<p>For Focus Area 1: While community outreach is strong, it is not strong enough. We need all parents to believe in our vision, not just the ones whose kids are successful.</p>
<p>For Focus Area 2: If families are aware of important dates and opportunities, they will make sure their students are present or applying for them. This will in turn help students to feel supported in making choices about their future.</p>	<p>For Focus Area 2: Even with multiple lines of communication open to families, not all information is making its way home. This leads to missed deadlines and opportunities.</p>
<p>For Focus Area 3: Having families aware of where their students need to be academically and supporting them in their goals will ensure success in closing the gap.</p>	<p>For Focus Area 3: While parents can see the gap in their students' skills, we are not doing an adequate job of explaining what it means or the effort required from all parties to close it.</p>

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

At Clark we are working to expand technology throughout the building and implement multiple technology platforms that will allow our students access to 21st century learning and develop desired skills for future employment. This includes providing instructional and learning technologies to both the teachers and students. We envision that every classroom has access to either computers or chromebooks and that much of their instruction and resources are housed in this electronic format. Our vision is to see our STEM academy grow so that we offer an alternative path to college and career students. This still requires the purchase of machinery and technologies that will equip our students with high demand high skill competencies that are much sought after by industry.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Creating lessons that are multi-modal engages all learners as well as relevant to the time. Students who are engaged and find their time spent at school to be meaningful will come.</p>	<p>For Focus Area 1: Not all teachers have access to technology on a regular basis. Some are resistant to implementing it due to lack of knowledge and comfort.</p>
<p>For Focus Area 2: Providing opportunities to utilize technology allows students to easily access information pertinent to their future at any time. Familiarizing students with proper use makes them more confident in their capabilities.</p>	<p>For Focus Area 2: Not all students are using technology to learn. They are aware of technology but are not using it to be academically productive.</p>
<p>For Focus Area 3: Using technological resources to bridge the gap identified by NWEA through their Map Skills program is effective and will</p>	<p>For Focus Area 3 Not all students are accessing Map Skills or any other intervention to meet their needs due to lack of resources.</p>

bring students closer to grade level, therefore raising their achievement on state assessments.	
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Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

Our student services visit classrooms to promote school programs. They talk about the program in itself as well as the benefit of participating. They also take teacher recommendations for honors classes, AP courses, and for dual credit.

Our STEM department will visit our middle school classrooms during the year to promote programs such as Advanced Manufacturing and Logistics, Girls in STEM, and Introduction to Engineering.

Clark High School offers the following courses to provide an opportunity to achieve an academic honors diploma:

- Trigonometry
- Pre-calculus
- Fine arts
- Chinese IIIA and IIIB/German IIIA and IIIB/Spanish IIIA and IIIB

Our counselors also meet with students individually during the process of scheduling. They use this time to talk about the different diploma types and the benefits of each one.

Through the new graduation pathways, students will have many opportunities to demonstrate their employability. They will have opportunities to create resumes, practice interviews, and develop global citizenship. Our staff will also be including project-based learning inside their classrooms.

Students will participate in the following assessments: ASVAB, PSATs, and SATs. These assessments help provide guidance for our students as they look post-graduation.

Appropriate grade-level students will enroll in Clark based, Calumet College, or ACC University dual credit courses.

Gap Analysis: High School Graduation Supports

How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Students will understand the importance of responsibility and creating a skill that makes them marketable. Once the student feels connected to the school and develops a true plan for their future, daily attendance is expected.</p>	<p>For Focus Area 1: We lack resources and programs to help reach all students.</p>
<p>For Focus Area 2: Students will understand the importance of responsibility and creating a skill that makes them marketable.</p>	<p>For Focus Area 2: We lack resources and programs to help reach all students.</p>
<p>For Focus Area 3: N/A</p>	<p>For Focus Area 3: N/A</p>

IV. Select evidence-based interventions that address the school’s focus areas

Evidence-Based Interventions for Focus Area 1	
Attendance and Tardy Protocol	We have implemented a new attendance and tardy protocol. This new system includes reinforcements as well as consequences such as a suspended activity option that bans students from participating in or attending extracurriculars until an improvement in tardiness is made.
Check and Connect	All teachers with a 7th period will have a Check and Connect with students enrolled in their class during the last 15 minutes of class. During this time, the teacher will meet individually with each student weekly, focusing on making connections with the student, reviewing academic progress, behavioral/discipline needs, and discuss how school relates to their future goals pertaining to College and Career Readiness. Together with the teacher, the student and teacher will identify any setbacks and create a goal to focus on for the upcoming week. When the student and teacher met the following week, they will reflect on the progress toward the goal determined and revise as needed based on current data obtained or that arises during the next Check and Connect session. Teachers will use verbal praise and other supports as needed to support the learner in achieving their desired goals.
Staff Mentoring	A group of staff have divided up students at all grade levels with three or more F’s in a semester and created mentoring groups. This will allow students who are not experiencing success to be monitored and supported more closely.
Suspension/Expulsion Interventionist (SEI)	Suspension and expulsion interventionists work with school counselors and deans to help address student needs in terms of behaviors that hinder or impact learning. Students with chronic behaviors (attendance, attitude, academics, disruptive behaviors, etc.) will be assigned to an SEI who will counsel the student and seek appropriate

	services to alleviate the behaviors that impact learning. Services may also involve parent education, boundary setting, collaborating with families and physician's regarding student mediational needs, etc. Additionally, SEI's will educate the parent regarding tutoring and/or opportunities for behavior modification programs or outside counseling programs within the area.
Geminus Truancy Program	Students with chronic absenteeism will be referred to Geminus services in lieu of receiving a referral to Lake County Juvenile Courts Child Protective services (if student is NOT in immediate danger). Upon parent and student agreement for participation, Geminus will provide counseling and educational services to the student, as well as their siblings and family, including parent education.
<p>Describe the key findings and root causes, if any, for this focus area that are not sufficiently addressed by these strategies from the core components:</p> <p>Our current attendance policy, including its consequences, lacks in teacher follow through as well as student buy in.</p> <p>There is a lack of sense of urgency of staff members for their class periods and the value of instructional time.</p> <p>Family outreach to bolster the families' support of our school and education</p>	
<p>Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:</p> <p>PBIS has developed initiatives designed to increase students' attendance through Punctual Pioneer rewards, as well as Present Pioneer rewards, based on a six-tier district Code of Conduct policy.</p>	

Evidence-Based Interventions for Focus Area 2

College Bound Scholarship Program	Students whose families own homes in the City of Hammond may qualify for college assistance through the city.
Community Service Course	Students in need of community-based service projects will have a course that guides them and allows them to provides them an opportunity to meet these requirements.

21st Century Scholars	Students who maintain a certain GPA, attendance rate, and exhibit no behavior issues can get a full-ride scholarship to any state school.
Upward Bound	Students who come from low-income families that have no previous college education can receive fundamental support in preparation for college entrance and tuition assistance.
Blueprint	Students enrolled in this class prepare for college entrance. It includes support throughout their college education.
Advanced Manufacturing and Logistics (AML)	Students enrolled in this course learn the fundamentals, principles, and skills of advanced manufacturing components, logistics, transportation, inventory control, and warehouse management. Students can earn up to 2 MSEE certificates, APICS certification, and college credits through Ivy Tech Community College.
Check and Connect	All teachers with a 7th period will have a Check and Connect with students enrolled in their class during the last 15 minutes of class. During this time, the teacher will meet individually with each student weekly focusing on making connections with the student, reviewing academic progress, behavioral/discipline needs, and discuss how school relates to their future goals pertaining to College and Career Readiness. Together with the teacher, the student and teacher will identify any setbacks and create a goal to focus on for the upcoming week. When the student and teacher met the following week, they will reflect on the progress toward the goal determined and revise as needed based on current data obtained or that arises during the next Check and Connect session. Teachers will use verbal praise and other supports as needed to support the learner in achieving their desired goals.
Suspension/Expulsion Interventionist	Suspension and expulsion interventionists work with school counselors and deans to help address student needs in terms of behaviors that hinder or impact learning.

	<p>Students with chronic behaviors (attendance, attitude, academics, disruptive behaviors, etc.) will be assigned to an SEI who will counsel the student and seek appropriate services to alleviate the behaviors that impact learning. Services may also involve parent education, boundary setting, collaborating with families and physician's regarding student mediational needs, etc. Additionally, SEI's will educate the parent regarding tutoring and/or opportunities for behavior modification programs or outside counseling programs within the area.</p>
<p>Geminus Truancy Program</p>	<p>Students with chronic absenteeism will be referred to Geminus services in lieu of receiving a referral to Lake County Juvenile Courts Child Protective services (if student is NOT in immediate danger). Upon parent and student agreement for participation, Geminus will provide counseling and educational services to the student, as well as their siblings and family, including parent education.</p>
<p>IEP Meeting Student Leadership Checklist</p>	<p>All students who receive special education services hold an active role in their case conferences with a high focus on self-advocacy and career pathways.</p> <p>Students with mild disabilities in grades 6-12 utilize this checklist for their case conferences. Student responsibilities increase as they get closer to high school and graduation. During these meetings the student discusses their academic, behavior, and progress towards graduation. Through these discussions, students are required to identify how classes and schooling will help enable them to pursue their career aspirations for their post-secondary goals.</p> <p>Students with intense disabilities utilize a checklist to allow them to advocate on important aspects of their post-secondary goals.</p>

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

There are external factors that affect student achievement and success beyond school staff control with unknown family issues that students' experience.

Students do not have career pathway awareness and available opportunities for their future.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

The guidance office received a Lilly Foundation grant that will allow them to focus solely on students academic pathways, goals, and graduation.

All students will have a course BINGO sheet to determine what courses have been completed and what courses are still required to fulfill their graduation requirements to ensure our students are on track to graduate. This will be incorporated in mandated Check and Connect time with all high school students.

All students will create a portfolio to demonstrate their college and career readiness that will be updated and maintained throughout the duration of their high school experience.

Students with mild disabilities will continuously report on their progress toward graduation credit requirements at each case conference.

Evidence-Based Interventions for Focus Area 3

Mathematics

CUBES	CUBES is our evidence based problem solving strategy that combines annotations with identifying relevant information in order to solve real world scenarios.
Timed drills multiplication	Explicit time drills are a method to boost students' rate of responding on math-fact worksheets. The teacher hands out

	<p>the worksheet. Students are told they will have four minutes to work on problems on the sheet. The teacher starts the stop watch and tells the students to start work. At the end of the first minute in the four minute span, the teacher calls time, stops the stopwatch, and tells students to underline the last number written and put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. This process is repeated at the end of minutes 2, 3 and 4. At the conclusion of 4 minutes, the teacher collects the student worksheets.</p> <p>TIPS: Explicit Time Drills work best on 'simple' math facts requiring few computation steps. Also a less intrusive more flexible version of this intervention is to use time-prompts while students are working independently on math facts to speed their rate of responding. For example, at the end of every minute of seat-work, the teacher can call time and have students draw a line under the item that they are working on when that minute expires.</p>
Manipulatives	Teachers will utilize manipulatives such as tangrams, geometric models and other concrete representations when introducing and teaching concepts.
Think boxes	An activity is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible, and a defined activity type (i.e., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.

Fractions	<p>GRC teachers utilize hands on scenarios to support students to conceptualize and apply fractions</p> <ul style="list-style-type: none"> ● Manipulatives ● Visuals ● Games ● Technology
Center Based Instruction	<p>GRC classrooms will incorporate Center based learning in order to promote student agency, engagement, and communication skills. Teachers will continue to learn Center strategies as they are modeled in weekly professional development.</p> <ul style="list-style-type: none"> ● Cooperative Learning Strategies: https://drive.google.com/open?id=1wgPNhxfyTt_cOlpSjFpvT_aOo9R92AaD ● Class Building: https://drive.google.com/open?id=1Zi8oxji92JKI0d-FhfVaBiU7t7mQMEU7
At-level Instruction	<p>As a school we have made a decision to focus on where are students are and meet them there, even if it means covering off-grade level content. It will make the grade level content more attainable.</p>
English Language Arts	
Language Lab: <i>ELA Remediation</i>	Small group reading intervention class
Annotation Guide	School wide annotation guide for both print and digital text
Close Reading: Literature and Nonfiction	<p>Teachers will incorporate a variety of strategies to reinforce comprehension and analysis of a text, including but not limited to:</p> <ul style="list-style-type: none"> ● Directed Reading and Thinking Activity ● Reader's Workshop ● Article of the Week ● Annotation guide

	<ul style="list-style-type: none"> ● Stay and stray ● Stop and Jot ● First Impressions ● Inferencing Journals
Writer's Workshop	<p>Teachers will incorporate strategies from the Writer's Workshop model, including but not limited to:</p> <ul style="list-style-type: none"> ● 6 + 1 Writing Traits ● Weekly Writing Prompts ● ACE/RACE writing strategy ● Writing Across the Curriculum
School-wide Rubric for Writing	<p>The English department has created a rubric that is to be utilized in all content areas. It will create consistent writing expectations throughout the school.</p>
Academic Retention (Vocabulary)	<ul style="list-style-type: none"> ● Common academic vocabulary used to describe and complete reading and writing tasks ● Anchor Charts ● I say, You say ● Context Clues ● Frayer Model
Center Based Instruction	<p>GRC classrooms will incorporate Center based learning in order to promote student agency, engagement, and communication skills. Teachers will continue to learn Center strategies as they are modeled in weekly professional development.</p> <ul style="list-style-type: none"> ● Cooperative Learning Strategies: https://drive.google.com/open?id=1wqPNhxfyTt_cOlpSjFpvT_aOo9R92AaD ● Class Building: https://drive.google.com/open?id=1Zi8oxji92JKI0d-FhfVaBiU7t7mQMEU7
<p>Describe the key findings and root causes, if any, for this focus area that are not sufficiently addressed by these strategies from the core components:</p>	

This year we have pared down our strategies and are hoping to make a difference by implementing them with fidelity and holding practitioners accountable.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Teachers will utilize a common writing rubric to increase student familiarity with writing expectations across the curriculum. Teachers will incorporate common academic language and focus on vocabulary retention. Teachers will incorporate a variety of strategies to increase reading comprehension.

SIOP based strategies, such as sentence frames, visual cues and supports, kinesthetic techniques, and more, to assist in content acquisition.

GRC teachers have access to all Professional Learning Community PD resources, videos, and strategies at the school's teacher resource page:

<https://sites.google.com/hammond.k12.in.us/grteacherresource/home>

V. Design a professional development plan

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competence in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
<p>Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.</p>		
PD Goal #	Goal Description	Goal Rationale
1	Provide teachers tier I professional development to support our SAP focus areas	All focus areas are impacted by dynamic and impactful instruction. Through are weekly targeted Pioneer Learning Community (PLC) PDs, we are looking to build more student centered instruction that raises student agency which will lead to better attendance, increased NWEA scores, and increase graduation rates.
2	Retain effective teachers and build capacity for beginning teachers who want to work at Clark MS/HS	Clark employs many highly qualified and effective professionals. Retaining these quality educators has numerous effects on the overall success of our school. In addition we will support our new teachers to

		ensure turnover is limited and teachers are professionally growing.
3	Increase the effective use of SIOP strategies to academically support all students and promote their emotional and social well being.	Our students come from diverse and multicultural backgrounds. Our teachers will continue to learn and implement best practices to ensure all students academic, emotional, and social needs are met so they can grow as students and people.
4.	Create a unified co-teaching model to better impact the learning of all students especially those with special needs	Through professional development we will create a co-teaching model to ensure effective instruction and support so that all students, especially those who need the most support are reaching their academic best.

Professional Development Offerings

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Teachers will receive PD through the GRC instructional coach on a weekly basis. Teachers will have opportunities before, during, and after school as well as interactive videos.	Continued professional support for administration and instructional coach over new and best practices.
2	Create weekly and monthly opportunities where all teachers are challenged to professionally grow and are celebrated for their impacts on GRC students lives. New teachers will be meet weekly for professional development, monthly to ensure mental health, and provided opportunities to build	We will continue to look for ways to reward instructors who are highly effective and support those teachers that are new to the school.

	relationships in order to establish community roots	
3	LDP will provide SIOP PD	Continue professional development for our LDP coach and support from the EDP
4	Professional development will be provided by our Special Education Case Manager	Case manager will be developing and monitoring our co-teaching model with best practice modeling and student work analysis.

Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	NWEA utilization PD from the company Jim Knight Instructional Coaching Workshop	https://sites.google.com/hammond.k12.in.us/grteacherresource/home
2	Research for supporting new teachers	Rewards for teachers
3	SIOP Training at a district level	SIOP resources
4.	Examples of effective co-teaching	

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Walkthroughs and observations	Biweekly walkthroughs

	Teacher Surveys Data from the 3 focus areas	PD effectiveness survey Leadership team data analysis
2	Teacher Survey Retention Data	Quarterly teacher happiness surveys Retention data analysis
3	Walkthrough Lesson plan analysis during evaluations	LDP walkthroughs and support Lesson plan analysis during preconferences
4.	Class Observations Lesson Plans	Teacher evaluations Student work analysis