

# Clark-Pleasant Middle School

## School Improvement Plan

### 2019 – 2020



#### **Clark-Pleasant Middle School**

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## HRS/SIP Team:

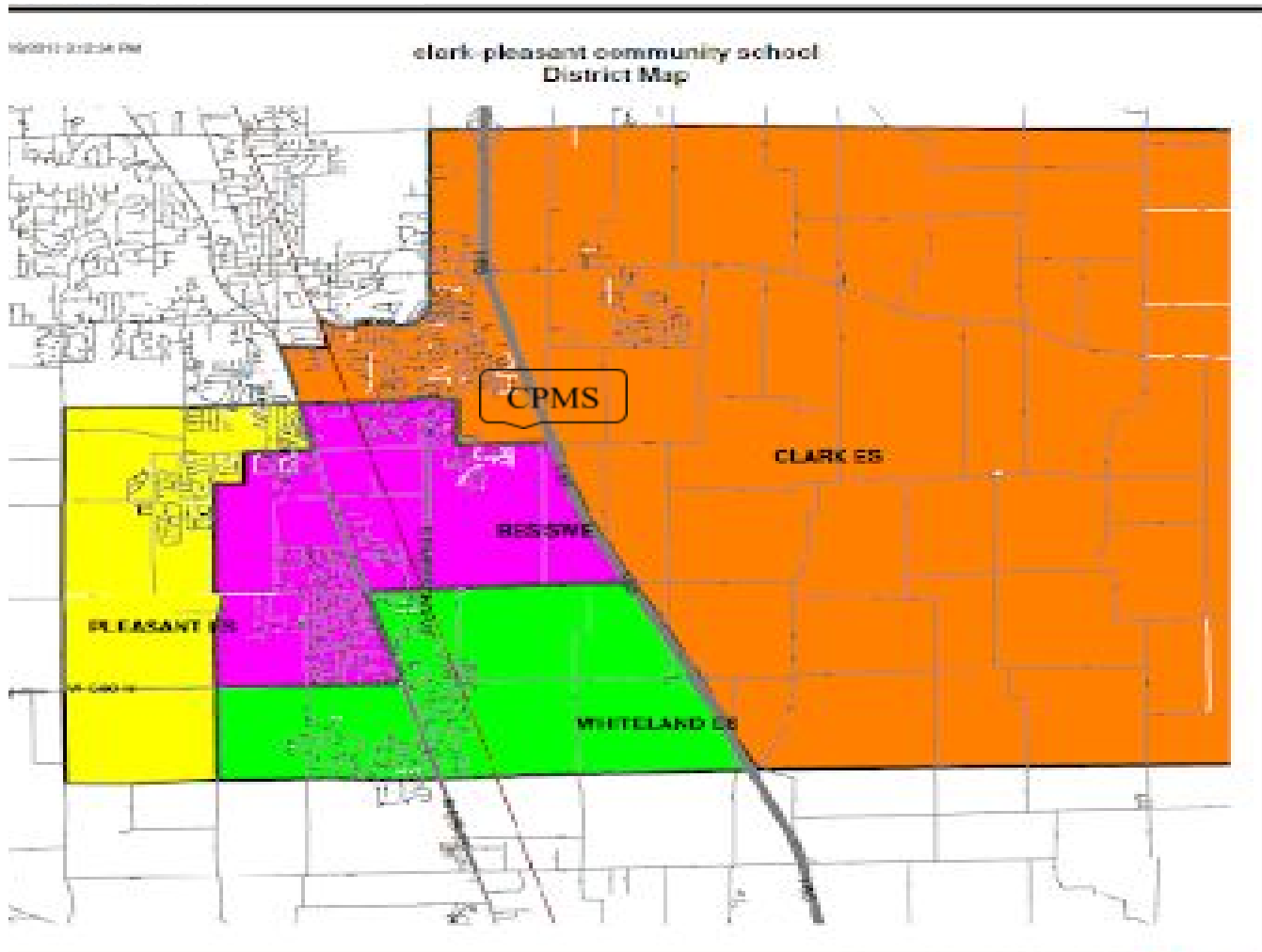
The following staff members have assisted with the development of our HRS/SIP to create and implement this plan as written: K. Getchell, C. McMullen, M. Allee, E. McCrory, J. Seawright, R. Yount, D. Cole, B. Arbuckle, C. Scott, N. Mikus, R. Merchant, S. Roberts, J. Kolis, K. Kinman, T. Rinehold

## Description of School and Community

Clark Pleasant Middle School is a beautiful 270,000 sq. ft. building that sits on 90 acres in east central Johnson County. The state of the art facility can hold up to 1833 middle school students with a current enrollment of 1679 students. 27% diversity, 15% special education, 3% ELL, 4% 504s, 51% free/reduced meals make up our significant demographic differences. In addition, we experienced 24% mobility last school year.

The map below identifies the district and school boundaries encompassing fifty-two square miles. Our rural community has several small towns and a considerable amount of farmland, mostly in the orange section. CPMS students live in one of five different cities/zip codes: Franklin, Whiteland, New Whiteland, Greenwood, and Indianapolis. The community has grown tremendously over the last ten years.

Our staff includes 75 certified teachers, 3 guidance counselors, 3 remediation teachers, 1 instructional coach, 1 eLearning coach, 1 librarian, 2 school nurses, 4 secretaries, 16 instructional assistants, 9 custodians, 15 cafeteria workers, 1 principal, 2 assistant principals, 2 dean of students and 1 athletic director.



## **Description of Educational Programs**

We offer all students a core curriculum of math, blocked English, science and social studies. 6th grade students participate in Explorations, Digital Communications, STEM, and Wellness each quarter. 7/8th grade students participate in our semester-long related arts programming including visual arts, digital communications, STEM, and wellness (integrated P.E. and health). They can also elect to take year-long classes in band, choir, advanced visual arts, digital communications, advanced physical conditioning, and Spanish.

Our educational programs are designed to meet the needs of the whole child – including social, emotional, academic and physical. We take great pride in finding ways to ensure students are successful at CPMS, high school, and in life. We run two master schedules for 6<sup>th</sup> grade and 7/8<sup>th</sup> grade - each containing eight periods, Homeroom, and Focused Instructional Time (FIT). Our homeroom structure promotes and teaches pro-social curriculum including The Warrior Way, philanthropy, community, competitions, guidance activities, and academic support. We use Suite360 to meet some of these goals. FIT is a tier II intervention and enrichment system that serves students every day in 6<sup>th</sup> grade and three days a week in 7/8<sup>th</sup> grade. It is fully aligned to our Essential Learning outcomes and administered by all certified and support staff. Our goal is to be able to ensure that it doesn't matter which teacher a student has at CPMS, if a student needs extra time and support to learn at high levels, we guarantee he or she will receive it.

To meet the needs of HEA 1002, we offer students Career Awareness and Career Development during College Go Week. All students utilize Indiana Career Explorer and all employability skills are integrated into activities and discussions: Mindsets, Work Ethic, Learning Strategies, and Social and Emotional Skills.

Our after-school programs include all the traditional IHSAA athletic opportunities. In addition, we offer the following clubs and activities: National Junior Honor Society (NJHS), student council, art club, robotics, yearbook, drama, musical, computer, newspaper, intramurals, active kids club, Young Hoosier Book Author Competition (YHBA), Clark-Pleasant News (CPN), academic teams, Future Farmers of America (FFA), a before and after school program, and Fellowship of Christian Athletes (FCA).

## **CPMS Mission**

CPMS will provide learning experiences that ensure ALL students reach their potential.

## **Core Values**

Student Centered

High Expectations

Build Trusting Relationships

## **The Warrior Way – Pillars of Character**

CPMS staff has diligently worked for seven years gathering knowledge and implementing a PBIS framework – Positive Behavior and Intervention Support. Its foundation, both within the classroom and school, helps support and guide students in making productive decisions that assist in positively impacting the whole child – their social, emotional, physical, and academic needs. In addition, staff has agreed that the five BE's are also pillars of character that adults should model and follow within our school-wide framework.

An intense and consistent focus on the areas of behavior (Good Citizenship, Building and Classroom Expectations, and Student Dress and Appearance) will ensure that all students and staff do their part to preserve the instructional setting and maintain a safe learning environment so that every CPMS student has an equal opportunity to show his/her personal best and to learn/grow every day.

### **Be Present**

Make learning a priority by attending daily  
Enter the classroom safely and before the bell rings  
Actively participate throughout the class period

### **Be Proactive**

Take ownership for your learning by using all available school and classroom resources  
Ask for help when you don't understand

### **Be Respectful**

Consistently follow all classroom procedures  
Choose to follow directions  
Accept the differences in others

### **Be Responsible**

Use your agenda daily to stay organized  
Bring appropriate materials to class each day  
Do your work

### **Be Positive**

Encourage and support all CPMS staff and students  
Always demonstrate an optimistic attitude  
Give your best effort at all times

# Curriculum

The curriculum of Clark-Pleasant Middle School is based on the approved framework for Indiana and Common Core standards. Students, parents, and teachers may access the Indiana Academic Standards on the Indiana Department of Education Website at [www.doe.in.gov/standards](http://www.doe.in.gov/standards). Copies of the curriculum are located in the main office of the school and the superintendent's office of Clark-Pleasant Community Schools at 50 Center Street, Whiteland, Indiana. All teachers adhere to current curriculum, essential learning (EL) found on our website or [here](#), and scope/sequence guides. Furthermore, daily instruction is enhanced in math, English/language arts, social studies, and science classrooms by using the most recent data acquired from ISTEP+ and common formative/summative assessments. The curricular and extracurricular offerings for the 2019-2020 school year:

Grade 6	Grade 7	Grade 8	Athletics and Activities
<p><i>Blocked English:</i> Co-Taught English, General, and Advanced Corrective Reading <i>Blocked math:</i> Co-Taught math, General, Pre-algebra, and Advanced Pre-algebra Science Social Studies Choir Band STEM Wellness - Health and PE Digital Communications Explorations Essential Skills EDL</p>	<p><i>Blocked English:</i> Co-Taught English, General, and Advanced Corrective Reading LA Applications (Achieve3000) <i>Math:</i> Co-Taught math, General, Pre-Algebra, Advance Pre-Algebra, *Algebra 1 Math Applications (ALEKS) Above Grade Level Science Science World Cultures Visual Art Advance Visual Art Choir Band Wellness – Health and PE Digital Communications STEM Technology Education Essential Skills EDL</p>	<p><i>Blocked English:</i> Co-Taught English, General, and Advanced Corrective Reading LA Applications (Achieve3000) <i>Math:</i> Co-Taught math, General, Pre-Algebra, *Algebra 1 Honors, *Geometry Honors Math Applications (ALEKS) *Biology 1 Honors Science U. S. History Visual Art Advanced Visual Art Choir Band Wellness – Health and PE Digital Communications Advanced Dig. Communications STEM Essential Skills EDL *Spanish 1 Advanced Physical Conditioning</p>	<p>Basketball Cheerleading Cross Country Football Golf Soccer Swimming and Diving Tennis Track Volleyball Wrestling Academic Teams Art Club YHBA Color Guard CPN News Drama Club FCA FFA Future Problem Solvers Intramurals NJHS Newspaper Yearbook Pep and Jazz Band Robotics STEM Club Student Ambassadors Student Council</p>

## Assessment Instruments

CPMS uses several assessment instruments to make informed decisions about student learning and educational practices. They include ILEARN, InView, Essential Learnings (ELs), Reading Inventory, common formative assessments, semester final assessments, Corrective Reading, ALEKS, and Achieve3000.

### ELA ISTEP+ Cohort Data

### ILEARN Data

Grade	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
3	77.62%	79.31%	78.62%	72.73%	51.2%
4	76.06%	70.36%	73.61%	70.83%	51.2%
5	68.71%	69.57%	64.26%	68.57%	58.2%
6	70.66%	70.22%	71.29%	70.29%	64.4%
7	70.00%	77.76%	77.82%	72.12%	58.5%
8	64.00%	69.31%	71.40%	79.16%	64.3%

### MATH ISTEP+ Cohort Data

### ILEARN Data

Grade	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
3	70.69%	74.09%	68.03%	63.75%	69.2%
4	70.19%	64.62%	75.60%	66.18%	49.8%
5	67.52%	68.15%	68.76%	74.47%	50.8%
6	68.58%	64.33%	65.81%	65.04%	60.4%
7	55.00%	62.65%	63.80%	60.16%	48.5%
8	54.00%	66.46%	67.00%	78.76%	46.1%

### Science ISTEP+ Data

### ILEARN Data

Grade	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
4	76.91%	71.62%	77.18%	68.13%	51.8%
6	82.98%	78.31%	78.46%	74.02%	64.5%

## 2019 Demographic ILEARN Categories

	Asian	Black	Hispanic	White	Female	Male	Paid	F/R	GenEd	SPED	ELL
ELA	70.7%	41.8%	52.9%	63.6%	67.8%	57.1%	70%	53.5%	69.5%	16.1%	17.1%
Math	65.9%	36.4%	40%	52.5%	53%	50.5%	59.5%	42.7%	58%	10.9%	11.4%

## **Conclusion about our current educational programming**

For many years CPMS has experienced growth over time and has been pleased with our overall academic performance; however, we did see a significant drop in ILEARN scores in 2019. We are convinced that with increased rigor in core, appropriate tier II and III interventions and professional development, CPMS staff will continue to close achievement gaps within subgroups.

We are disappointed that a disproportionate percentage of students in special education, ELL, free and reduced, and black students continue to not pass. We have a DMG audit taking place in October that should shed light on areas that will help our lowest performing groups.

For several years we have dedicated significant professional development hours and time to implement the process of Professional Learning Communities immediately following our early release Wednesdays. We utilize a four question process that guides our work and effort to ensure all students achieve at high levels.

1. What do we want students to learn?
2. How do we know when they've learned it?
3. What do we do when they don't learn?
4. What do we do when they already know it?

Teachers have identified the most important standards that they expect all students to learn called Essential Learning (EL). FIT (Focused Instructional Time) will be implemented this year to offer Tier II support (intervention) for students that don't learn the EL's and enrichment opportunities for students that do. Our model aligns with the six characteristics of high effective interventions and is researched based.

We offer Tier III support (remediation) in both math and English through applications classes using ALEKS, Achieve3000, and Corrective Reading – all researched-based programs. Each class helps students improve specific academic skills at their level.

In addition to ILEARN testing, we also administer common formative and summative assessments. InView is administered to help identify students for our HA programming. Currently, we have over 200 students taking Honors Algebra 1, Honors Geometry, and Honors Biology for high school credit. Finally, all students are assessed using Reading Inventory to determine their reading Lexile level three times a year.

Parental participation in school takes many forms. Parents are required to participate in opening registration before school resumes each fall. Many attend our back to school night so that parents can meet teachers and walk their child's schedule. Parents are encouraged to join our Parent Community Group. We meet as needed to accomplish many tasks, including the organization of our book fair, teacher appreciation week, parent/teacher conferences, and academic teams. Finally, parents help in classrooms, the office, and visit their children during lunch. In order to improve our parent involvement and communication, we regularly utilize our website, Facebook, Twitter, and Instagram accounts to regularly share important information. They have also created a student website that assists with effectively communicating with students. Teachers also all maintain a very interactive and supportive website in all CPMS classes.

We believe that technology is vital to student 21<sup>st</sup> Century engagement and learning. Staff and students work together in a 1 to 1 learning environment utilizing Chromebooks. Teachers utilize Google Classroom as our Learning Management System (LMS). Every classroom is equipped with a projector, an amplification system, and a document camera. Our STEM classes use PLTW to teach Automation/Robotics and Design/Modeling. Our band and choir programs utilize software to help individual students improve their learning. Many disciplines utilize web-based software including Flocabulary, No Red Ink, Insert Learning, Edulastic, NewsELA, Storyboard That, Common Sense Media, and IXL. For the last six years our media center has been purposefully budgeting appropriate funding to support our online library through Overdrive. Our television studio utilizes powerful Apple computers with supporting software. Finally, our three Digital Communications classes address the most significant standards in the three approved business classes identified by DOE.

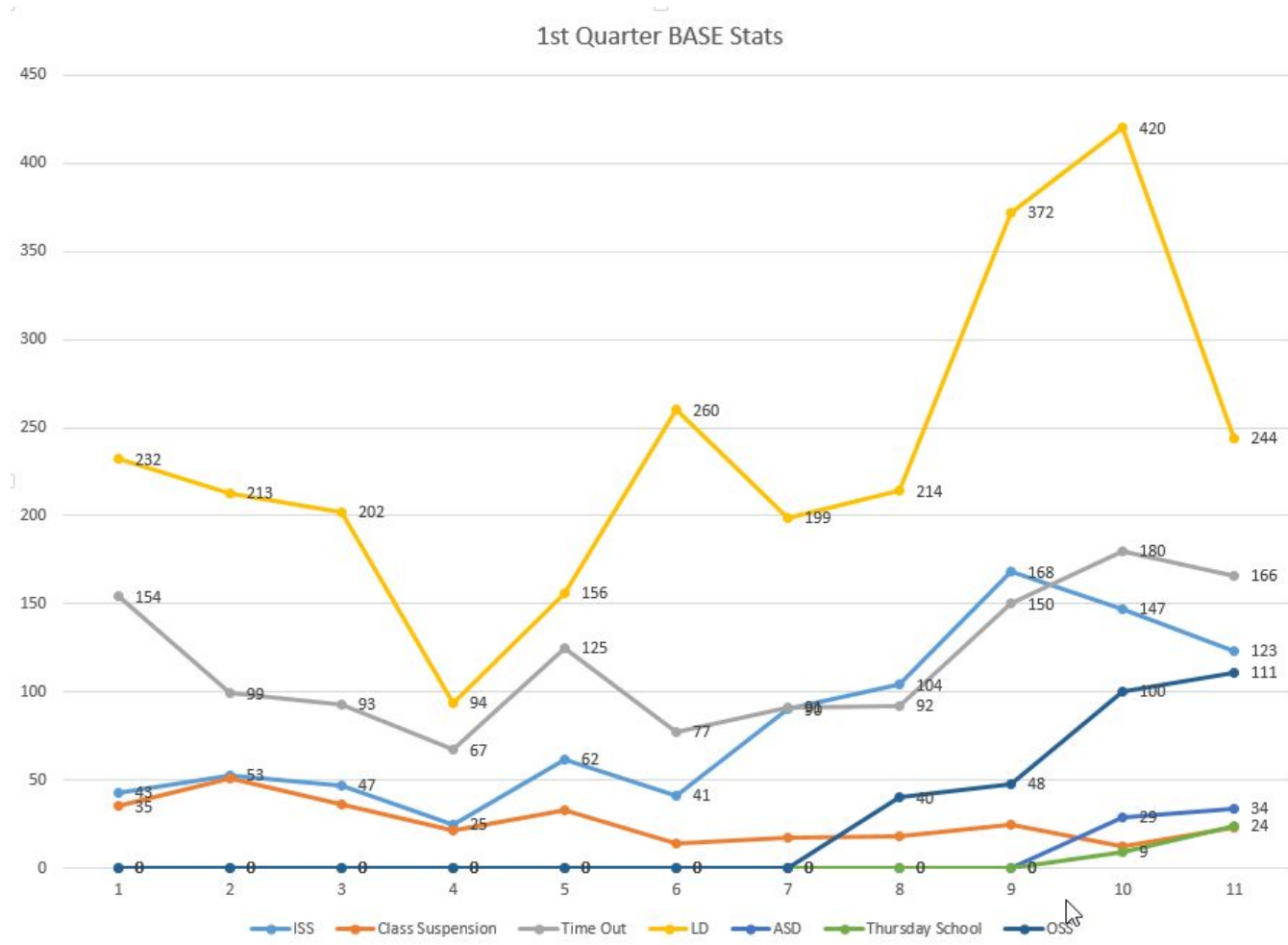


# Safe and Disciplined Learning Environment

CPMS utilizes a safety committee, PBIS team, association discussion team that routinely meets to address our student and building needs. We have also been certified as a High Reliability School Level 1 (Safe and Orderly Environment) and Level 2 (Effective Instruction) by Bob Marzano. New House Act #142 mandates that we update and improve our bullying procedures, documentation, and victim/bully follow-up. A template is posted in all classrooms and used to help educate students defining the differences between bullying and conflict. Our office administration meets with genders groups three times a year to educate students about bullying, The Warrior Way, and making appropriate choices. Finally, we provide staff training in faculty meetings, newsletters, and through four SafeSchools trainings.

As defined earlier, CPMS is in its seventh year of implementing The Warrior Way – a Positive Behavior Interventions Support (PBIS) system. This effort identifies and prioritizes the prevention of problem behavior that we have identified through discussions and surveys. It is an evidence-based approach to instructional design and management strategies. The three-tiered model offers support for all students and more direct and intense support for students who need it. A committee regularly meets to develop plans and action steps for students that reach tier II and III behavior needs. Our goal is to keep students in their seats so they can learn.

Finally, the table below represents quarterly discipline data from the last 11 years. The spike in numbers three years ago was when the 6th grade joined CPMS. Our BASE room is an acronym that supports students' Behavior, Academic, Social, and Emotional needs. In addition, students utilize this space for positive reasons like retaking and redoing tests/assignments or having tests read aloud. We have identified that typically when school discipline decreases student achievement increases so we are working with our staff and students to improve these numbers.





## **Attendance**

The attendance rate for the 2018-2019 school year was 97.4% meeting our goal of 97%, which equates to each student missing five or fewer days of school each year. Our administration and guidance department works with our students, families, local law enforcements, the Johnson County Juvenile Department, mental health specialist and Adult and Child to ensure that students come to school every day. In addition, homeroom teachers use research-based strategies to encourage students to regularly attend school and notice when they don't.

## **Academic Honors and Core 40**

Currently, more than 200 7<sup>th</sup> and 8<sup>th</sup> grade students are enrolled in Algebra 1, Geometry, and Bio 1.

## **Diversity and Cultural Competency**

It is the expectation that all CPMS staff are responsive to the needs of all students and families. Our diversity plays a vital role in our school community as each student and family are unique and special. CPMS administration, guidance department, teachers and staff have participated in Implicit Bias Training through the Peace Learning Center. We model respect for all diverse and cultural differences. Our ELL teacher and instructional assistant respond with appropriate literature, best practices, and strategies that help teachers promote cultural competency in their classrooms. Three sets of staff have been trained in the SIOP model - Sheltered instruction is an approach for teaching content to English Language Learners (ELL's) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development.

Many of the homeroom activities and Warrior Way messages of the day support the expectation that we respect one another and celebrate our differences. Although we don't believe that diversity awareness and cultural competency are "events", we have held many trainings and opportunities to learn about and celebrate diversity through speakers (Peace Learning Center, Kwame Alexander, Jason Reynolds, Sharon Draper, and Neil Shusterman), Indiana State diversity self-awareness training, Ruby Payne, CPCSC diversity committee, and quarterly gender-based talks with students. We also participate in the WCHS diversity fair each year.

## **Statutes and rules to be waived**

Clark-Pleasant Middle School does not wish to suspend any statutes or rules regarding the successful operation of the school.

## **Access to the School Improvement Plan**

The School Improvement Plan is available to all educators, students, parents, and community members on the Clark-Pleasant Community School Corporation website by selecting the School Improvement Plan tab on the middle school page at <http://joomla/index.php/file-repository/cpms/CPMS-School-Improvement-Plan/>.

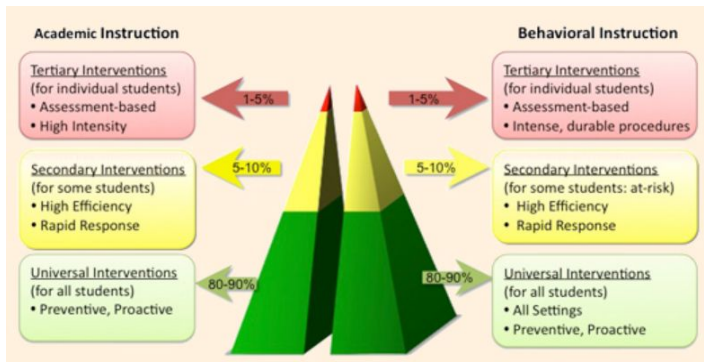
# Clark-Pleasant Middle School SIP *(final draft 9/5/2020)*

## High-Reliability School Priority Action Plan (2019-2020)

*CPMS staff embraces change and will make continuous improvement in the following priorities:*

### **Level 1 Certified (*Safe, Healthy, Nurturing, and Collaborative Learning Environment*):**

- Create a Multi-Tiered System of Support (MTSS)
  - PBIS support and guidance for students and staff
  - Create a system of Building Supports (formally Tier II behavior)
- Participate in various trainings: ProAct, Vanacker, SEL, suicide and mental health



### **Level 2 Certified (*Effective Instruction*):**

- Utilize the 43 Elements (NASoT) as our language of instruction
- Set PLC and school growth goals using our language of instruction
- Provide diverse learning opportunities to see and discuss quality instruction

### **Level 3 (*A Guaranteed and Viable Curriculum*):**

- Teach, reteach, and model PBIS, SEL, Suite360 curriculum in core/HR
- All PLCs will create and utilize at least two performance tasks before ILEARN
- Teach the guaranteed Tier II and III vocabulary words for each subject using the 6-step process and have students document consistently in each department.

### **Level 4 (*Reporting of Student Progress*):**

- Always teach to “above” proficiency and ensure that reaching “at” proficiency is not optional regardless of class/subject. Staff commits to offering multiple opportunities for students to show proficiency and will collect at least 2 data points on every EL.
- Science, ss, and related arts teachers will utilize a content literacy scale and report out.
- Math teachers will utilize a process standard scale and report out.
- Students will track their learning data in all classes.
- Each PLC will track the highest leverage EL’s and set measurable goals.
- Teachers will visibly track class progress.
- Provide and communicate clear learning goals to students and parents. Create a building-wide culture of understanding around proficiency scales, setting goals, forming plans, and tracking progress.
  - Ensure students understand the progression of knowledge they are expected to reach at/above and where they are along that progression by:
    - a) having all students periodically explain the proficiency scales in their own words
    - b) having students set goals for each EL (as needed)
    - c) having students form plans to reach their goals
    - d) having students track their progress on each EL and providing timely updates to parents
- Each PLC has a formal plan for students to accomplish items a through d.