School Improvement Plan

Clare Middle School

Clare Public Schools

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Clare, MI 48617-5000
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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Clare Middle School educates approximately 450 students annually in grades 5 - 8. Our current enrollment is 445 students. The ethnicity of the student population is 97.07% Caucasian, 0.45% Native American, 1.35% Asian American, 0.45% African American and 0.68% Hispanic American.

Clare Middle School is located in rural mid-Michigan. The Clare Community is largely agricultural with some industry. Clare and Isabella Counties continue to rank among the poorest in Michigan. CMS students reside in both counties. In Clare County, the income per capita is $17,121 and the median household income is $30,133. In Isabella County, the income per capita is $18,510 and the median household income is $36,880. The free and reduced lunch program helps 209 students, which is almost 47% of our student population. Out of our total student population, 115 students are school of choice. It is unique that approximately 25% of our students choose to attend Clare Middle School from neighboring districts.

There have been few changes at Clare Middle School over the past three years. Superintendent Doniel Pummell was hired three years ago and Steve Newkirk is in his ninth year as our principal. The majority of the staff is in the same position this year as they were at the time of our last QAR. All thirty teachers are certified and highly-qualified with 45% having Master's Degrees.

Clare Middle School has problem-solved with the cooperation of the elementary and high school to offer our students exploratory classes with fewer resources.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The community of Clare Middle School is committed to prepare, through education, independent and responsible students who respect others and strive for excellence.

The Clare Middle School Staff is: Committed to Motivate Students for Success.

We, the faculty, staff, students and community of Clare Middle School are committed to:

R The development of respect for ourselves, for others, our school and others.
E Encouraging the development of positive character qualities.
S Striving for continued academic excellence.
P The promotion of an enthusiastic attitude toward learning.
E Exercising consideration and tolerance toward others.
C Challenging students to go beyond the required classroom experience.
T Training each individual to become increasingly independent and responsible.

* Students need acceptance and recognition for their positive behavior.
* Students need to see positive role models.
* Students need praise and encouragement.
* Students need consistency and structure.
* Students need to have clearly defined expectations.
* Students have rights as well as responsibilities.
* Students need to develop self-discipline.
* Discipline, like education, is most effective when we all cooperate and communicate.
Notable Achievements and Areas of Improvement

Describe the school’s notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years Clare Middle School has strived to meet the regulations placed upon us from both the federal and state governments while continuing to meet the needs of all students. Below is a list of some of those items that have been implemented and put into place through a collaborative effort of all staff members.

Implementation of after-school tutoring program
Increased inclusion in core curricular areas
Vertical team meetings
Anti-bullying campaign
Full implementation of learning targets in each classroom
Inclusion of word walls in classrooms/vocabulary instruction
Pacing guides completed and implemented
Parent/stakeholder communication
Technology integration in the classroom examples include but are not limited to: Khan Academy, flipped classrooms, smart boards, overhead projectors, one to one laptop carts in classrooms, and many other methods of integration.
Power School (parent access has improved)
Cameras provided through grant funding for the purpose of providing a safer environment for students and staff to learn and work in.
Creation of new mission statement
Student enrollment remained steady. Have been able to maintain our educational program
Differentiated instruction and meeting the needs of all students
Provide after school tutoring, “ketchup” room and other student support services
Pre- and post-tests, common assessments and documentation of data using various programs
Maintaining and utilizing the RTC program, providing academic, social, and emotional support for students
Wonderful student achievements in athletics, band, essay winners, Delta Math Competition, etc
Bullying Prevention/Education
Academic Support
Addition of ZAP Program (Zeros Aren't Permitted)
Addition of Reading Intervention Program
Addition of art program

While we believe we have made some great strides in the quality of education provided to students at Clare Middle School, we have also recognized the need to make improvements in.

Adding Foreign Language to the Curriculum
Increased differentiated instruction
Increased stakeholder input and communication
Greater communication via mass text (Remind 101) and email (Power School) to keep parents informed
Increased development and implementation of technology
More opportunities for K-12 subject area vertical meetings
Targeted PD
More Academic Support
Multiple Intelligence Lessons
Bullying Prevention
Best practices for remediation to "close the gap" between low socio-economic students and top students.
Keep up-to-date with technology and prepare for new standardized testing
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Clare Middle School is priviledged in that we have an excellent support system in place from parents, to the board of education, to the superintendent, as well as custodial, and maintanence services. It takes a team to provide an outstanding education to students and you will find that Clare Middle School is comprised of a strong and united group of staff committed to doing everything they can to help prepare students for the future.
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders, including students, parents, and community members, were invited to participate in our school improvement and NCA accreditation process by written invitation. Stakeholders were selected to represent a wide variety of our student population. Stakeholders provided input to our school improvement plan and became educated on the process. Meetings were set up before, during, and after school to provide opportunity for stakeholder attendance.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents of students currently enrolled at CMS were invited to participate in the school improvement process through written communication. These stakeholders were given copies of the school improvement plan and asked to review the plan and record their thoughts or ideas on the plan. The plan was then returned to the school improvement team for review and consideration. The administration then set up times to contact the stakeholders to have a phone conversation with them regarding their ideas, and/ or met with them to gain a better perspective of what they were looking for in the school improvement process.

All parents and community members were asked to take a survey during parent teacher conferences. This survey was regarding the quality of education, teachers, and service provided by the school as well as included school improvement components.

Student stakeholders were involved through the use of a survey. This survey was related to the school improvement process as well as the quality of education, teachers and services provided by the school. Students serving roles on student councils were also involved in the school improvement process by aiding in the review and determination of the student handbook and policies in place for students to follow at Clare Middle School.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Stakeholders were informed of the school improvement goals and process through the use of the internet. The goals and objectives were shared via a principal's blog, tweet, and school website. Paper copies were available to stakeholders who did not have access to the internet. Phone calls were sent home to encourage parents to participate in providing our school feedback and informing them of how vital the information was, and what it was used for.

These goals and objectives are also communicated through school newsletters as well as letters welcoming the students and parents to a new school year, and are included in the brochures that are sent to parents at the beginning of every year indicating what their child should be able to accomplish and know by the end of the year.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.
Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends at Clare Middle School have remained consistent for the past nine years. Differences in individual class sizes have caused some shifting of staff members between grade levels.

How do student enrollment trends affect staff recruitment?

Student enrollment trends have not had an impact on staff recruitment.

How do student enrollment trends affect budget?

Since student enrollment trends have remained steady over the past nine years, the budget has followed the same trend.

How do student enrollment trends affect resource allocations?

Student enrollment trends have had an impact on Clare Middle School in that some resources have been shifted to the primary building due to larger incoming classes in the primary school, while the numbers at the middle school have remained steady.

How do student enrollment trends affect facility planning and maintenance?

The consistency of the number of students enrolled at Clare Middle School has not played a major role in facility planning or maintenance. There have been some minor changes in classrooms being used due to shifting of staff from one grade level to another. We are currently utilizing all rooms at Clare Middle School to their fullest potential.

How do student enrollment trends affect parent/guardian involvement?

Parent/guardian involvement has remained steady with enrollment trends or has experienced a slight decline. This can be attributed more to single working parents, cost of transportation, and other items, such as increased communication regarding academic performance via PowerSchool and email, as opposed to enrollment trends. In addition, another reason for a decrease in parent involvement is the fact that 45% of our students come from poverty, or low-income families.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends do not play a role in professional learning. Professional learning at CMS is based on data analysis and the school improvement plan.
improvement goals that are developed based on collected data.

Student enrollment trends do play a role in public relations. Since 25% of the current student population at CMS is school of choice, a quarter of our student population lives outside the school boundaries. However, CMS has taken some proactive measures in communicating with parents through twitter, blogs, websites, newsletters, the school messenger system, and US mail system.

What are the challenges you noticed based on the student enrollment data?

The greatest challenge CMS has faced is maintaining the programs offered to students. This has forced the staff at CMS to make cuts in programs and created a situation in which more students are being placed into higher number classes. The average student to teacher ratio in the classroom has increased due to a reduction of staff.

What action(s) will be taken to address these challenges?

CMS will continue to look for ways to creatively schedule classes in hopes of eliminating classroom overload issues. This may include paying teachers to teach during their conference period. Ideally, we could hire a teacher to teach enrichment classes to reduce the overload in the core academic classes.

What are the challenges you noticed based on student attendance?

The biggest challenge facing student attendance is getting students to school. With 25% of the student population being schools of choice, the responsibility of getting these children to school lies upon the parents. Some of these parents are driving over thirty-five minutes one way to get their children here. Since students are not at an age where they can drive, CMS relies on bussing and parents to get their children to school and take them home. One other concern is the lack of support from the county court system when it comes to truancy cases.

What action(s) will be taken to address these challenges?

Through a collaborative effort with local law enforcement, judicial system, and school personnel, the goal will be to develop a truancy protocol for all schools to follow. The plan will be then to communicate this protocol to the community and implement and enforce the protocol to get students to school on a regular basis.
Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Using MEAP and NWEA data, the area of reading consistently shows the highest level of student achievement.

Which content area(s) show a positive trend in performance?

All grade levels have tested at 50% proficiency or above from 2007-2014 in the area of reading. Clare Middle School has made continual improvement in the past three years in the areas of reading and writing.

In which content area(s) is student achievement above the state targets of performance?

In 2013-2014, all grade levels met and exceeded the state target in reading.

What trends do you notice among the top 30% percent of students in each content area?

The number of advanced and proficient readers has gradually increased from 2009-2014. Most students in the top 30% are not included in the socio-economically disadvantaged population.

What factors or causes contributed to improved student achievement?

Consistent use of learning targets, development of pacing guides, explicit vocabulary instruction, and use of in-school interventions have contributed to improved student achievement.

How do you know the factors made a positive impact on student achievement?

Post-test data indicates an upward trend in student achievement with the implementation of these strategies.

Which content area(s) indicate the lowest levels of student achievement?

Science and math indicate the lowest levels of achievement.

Which content area(s) show a negative trend in achievement?
Social Studies has shown a negative trend in achievement, declining in percentage of students proficient.

**In which content area(s) is student achievement below the state targets of performance?**

Currently, Social Studies is below the state targets of performance. Math remains the lowest when compared to the state at the sixth and eighth grade level.

**What trends do you notice among the bottom 30% of students in each content area?**

Besides the identification of students in the bottom 30% as being in the socio-economically disadvantaged and at-risk population, students with low attendance rates also fall in the bottom 30%.

**What factors or causes contributed to the decline in student achievement?**

Lack of parental involvement, economic disadvantages, and attendance issues have contributed to a decline in previous years. Due to local budget cuts, Clare Middle School has experienced a decline in resources and support systems.

**How do you know the factors made a negative impact on student achievement?**

Identifying these factors in specific students shows a correlation with low academic achievement.

**What action(s) could be taken to address achievement challenges?**

The implementation of academic support programs, after school tutoring, reading intervention specialist, and differentiated instruction have improved student achievement this year.
Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

• None

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

• None

In what content areas is the achievement gap closing for these subgroups?*

Small total student enrollment prohibits the existence of subgroups. Without the existence of subgroups, efforts are being focused to close the gap between our economically disadvantaged/at-risk students and our high achieving students.

How do you know the achievement gap is closing?*

Data from NWEA and STAR tests and other assessments is showing that student achievement is improving in the area of reading.

What other data support the findings?

MEAP data shows the number of non-proficient students is gradually decreasing.

What factors or causes contributed to the gap closing? (Internal and External)*

Co-teaching, after school tutoring, differentiated instruction, UDL lessons, ZAP, LLI and reading incentives have contributed to closing the gap.

How do you know the factors made a positive impact on student achievement?

Data indicates an increase in reading ability for students from economically disadvantaged families.

What actions could be taken to continue this positive trend?

School Improvement Plan
Clare Middle School

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Clare Middle School will continue current programs and efforts to increase stakeholder involvement.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?**

Our at-risk and economically disadvantaged students achieve at lower levels in math.

**How do you know the achievement gap is becoming greater?**

The achievement gap is not becoming greater. It is actually decreasing.

**What other data support the findings?**

Data indicates we are successfully decreasing the gap between our high achieving and at-risk/economically disadvantaged students.

**What factors or causes contributed to the gap increasing? (Internal and External)**

Although the number of students in the at-risk/economically disadvantaged group has increased, student achievement has actually increased.

**How do you know the factors lead to the gap increasing?**

The gap has not increased.

**What actions could be taken to close the achievement gap for these students?**

We are currently implementing after school tutoring, co-taught classes, blended learning, differentiated instruction, UDL lessons, LLI, ZAP, and online learning programs to help continue to close the gap.
How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Current enrollment does not include ELL students.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities are supported through inclusion, co-taught classes, and after school tutoring.

How are students designated ‘at risk of failing’ identified for support services?

Students are identified through standardized test scores, attendance, and free and reduced lunch.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

After school tutoring, online learning programs, and an intervention specialist are available for student support.

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?</td>
<td>15.0</td>
</tr>
</tbody>
</table>

What is the school doing to inform students and parents of Extended Learning Opportunities?

Students and parents are informed of extended learning opportunities through individual letters sent home, newsletters, school announcements, and the school website.

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the total FTE count of teachers in your school?</td>
<td>22.420000076293945</td>
</tr>
<tr>
<td></td>
<td>How many teachers have been teaching 0-3 years?</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>How many teachers have been teaching 4-8 years?</td>
<td>6.0</td>
</tr>
</tbody>
</table>
What impact might this data have on student achievement?

A high level of distinguished teachers offers mentoring experiences for new teachers, providing best practices and quality learning experiences for our students.

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<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How many teachers have been teaching 9-15 years?</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>How many teachers have been teaching &gt;15 years?</td>
<td>10.420000076293945</td>
</tr>
</tbody>
</table>

What impact might this data have on student achievement?

The number of days missed by teachers due to absences can have an impact on student achievement. However, Clare Middle School is fortunate to have a group of substitute teachers who are regulars in the building and hold teaching and administrative certificates. This allows the students to continue with their academic instruction without interruption. It has been noted that our core group of substitute teachers has over 165 years of educational experience. Not all schools have this opportunity.

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td></td>
<td>Indicate the total number of days for teacher absences due to professional learning or professional meetings.</td>
<td>165.0</td>
</tr>
<tr>
<td></td>
<td>Indicate the total number of days for teacher absences due to illness.</td>
<td>200.0</td>
</tr>
</tbody>
</table>
Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

96.82% of student population surveyed believed the teachers prepared them academically for the next grade level.
89.73% of the student population surveyed believed the middle school counselor was helpful and available.
95.9% of the student population surveyed believed the RTC teacher was helpful and available.
96.61% of the student population surveyed believed the principal and at Clare Middle School was helpful and available.
92.91% of the student population surveyed believed the teachers prepared them socially for the next grade level.
95.9% of the student population surveyed believed their learning experience at CMS has been positive.

Which area(s) show a positive trend toward increasing student satisfaction?

Our school's purpose statement is clearly focused on student success.
In my school, the principal and teachers have high expectations of me.
Our school has established goals and a plan for improving student learning.
My school prepares me/ my child for success in the next school year.
Our school provides qualified staff members to support student learning.
All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.
Our school provides a safe learning environment.
Our school employs consistent assessment measures across classrooms and courses.

What area(s) indicate the lowest overall level of satisfaction among students?

Lack of opportunities for community members or family members of students to be involved in school functions.
Our schools governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
All of my teachers change their teaching to meet my learning needs.
In my school, students respect the property of others.
All of my child's teachers keep me informed regularly of how my child is being graded.
Our school provides excellent support services (e.g. Counseling, and/or career planning).
Our school ensures the effective use of financial resources.
Perception of how available funds are being allocated.
Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
In my school, students help each other even if they are not friends.

Which area(s) show a trend toward decreasing student satisfaction?

There is a trend that supports that student and family members are not regularly notified of current grades.
What are possible causes for the patterns you have identified in student perception data?

The availability of student data in regards to student grades and achievements are readily available through various online programs, such as PowerSchool. Several efforts have been taken towards preparing all parents with the steps necessary to be able to access this information during parent teacher conferences as well as the ability to gain access to this information through the building secretary.

What actions will be taken to improve student satisfaction in the lowest areas?

CMS will continue the implementation of the stakeholder involvement plan to help both students and parents stay abreast with their academic progress. Included in this plan will be a way to communicate with all stakeholders via more methods beyond the ones already in use, as well as get more stakeholders involved in the school improvement process. Our hope is this will also lead to a better perception of stakeholders in the enforcement of rules and regulations.
Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Our school has established goals and a plan for improving student learning.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents indicated a trend agreement with the schools level of preparation for their students' success in the next school year.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Our school ensures the effective use of financial resources.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents continue to indicate a lack of parent involvement in the school's decision making process. Parents also indicate a decrease in support services for their students.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The lack of funding for certain programs has contributed to the lack of participation opportunities available for community members. In addition, a large percentage of families at Clare Middle School are socio-economically disadvantaged, which is a key factor in their inability to participate in the education of their children.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Clare Middle School is currently continuing the involvement of students and stakeholders in the decision making process. One large area of increased focused is the inclusion of parents in the creation and modification of the student handbook. Parents are also readily encouraged to attend meetings at the school, (including school improvement) through invitation.
Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Our school's purpose statement is clearly focused on student success. In addition, our school provides qualified staff members to support student learning.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Our school continues to show a positive trend among the staff, including the areas of our mission statement, goals and school improvement.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lowest area of our staff perception survey was in the governance and leadership. Our staff believes that our school governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Overall, the staff continues to indicate a negative trend in the area of teaching and assessing for learning. The majority of staff members believe that all teachers are not using a variety of technologies as instructional resources.

What are possible causes for the patterns you have identified in staff perception data?

School funding has made it difficult to provide adequate technological components in every classroom, irrevocably, this leads to the overall perception that all staff is not using technology as an instructional resource in their teaching.
How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

Clare Middle School uses MiPHY for health education purposes.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Clare Middle School staff meets their vertical teams and horizontal teams to make decisions in regards to the curriculum, instruction and assessments. These meetings are focused on the Common Core Curriculum and the data obtained from assessments, as well as best practices for instruction. Parents are involved in reviewing and accepting curriculum plans and materials for health education.

What evidence do you have to indicate the extent to which the standards are being implemented?

Clare Middle School utilizes NWEA, ACT Explore, and locally developed assessments to demonstrate the extent to which the standards are being implemented.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
## School Additional Requirements Diagnostic

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>Clare Middle School, which includes 5th-8th grades, tests 5th grade students annually in literacy and math through pre-tests, post-tests, NWEA and MEAP assessments.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
<td>The Annual Education Report is published on our school website and can be located in less than two clicks. Paper copies of the report are also available to the public.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>Yes</td>
<td>The Educational Development Plans are created in 8th grade and travel with the students to the high school.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>No</td>
<td>The EDPs are created during the students' 8th grade year.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>
## 6. The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.

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<tr>
<td>6.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Doniel Pummell, Superintendent Vivian Dassay, Business/Payroll Services Steve Newkirk, Middle School Principal Mandy Bolen, Primary School Principal 201 E. State Street Clare, MI 48617 (989) 386-9945</td>
<td></td>
</tr>
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</table>

## 7. The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.

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<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
<td>The staff of Clare Middle School met 2 days during the summer of 2013 to draft and complete a Parent Involvement Plan. This written plan was a result of a QAR visit in which the team noted that CMS has a lot of things going on, however there is no formal documentation outlining what we do or how we offer parents an opportunity to be involved in the process.</td>
<td>CMS Parent Involvement Plan</td>
</tr>
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</table>

## 8. The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.

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<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
<td>The Clare Middle School parent compact is handed out at the beginning of the year every year. Students take the compact home after their Pioneer Period teachers have gone over it with them and explained what it is. The students go over it with their parents, then the students and parents sign it, and the student brings it back to school the next day to turn into their Pioneer Period teacher who then turns it into the office for the principal to sign and to keep on file.</td>
<td>CMS Parent Student Compact</td>
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## 9. The School has additional information necessary to support your improvement plan (optional).

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<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td></td>
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</table>
Health and Safety (HSAT) Diagnostic
Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.
Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool (HSAT) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

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<tr>
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<tbody>
<tr>
<td><strong>Question 1</strong></td>
<td>Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.</td>
<td>Written policy, fully implemented</td>
</tr>
<tr>
<td><strong>Question 2</strong></td>
<td>All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Question 3</strong></td>
<td>Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Question 4</strong></td>
<td>Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Question 5</strong></td>
<td>Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.</td>
<td>Adopted policy, fully implemented</td>
</tr>
<tr>
<td><strong>Question 6</strong></td>
<td>All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.</td>
<td>Yes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Question 7</td>
<td>The health education curriculum used in our school is the Michigan Model for Health® Curriculum.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 8</td>
<td>The health education curriculum used in our school involves student interaction with their families and their community.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 9</td>
<td>Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.</td>
<td>Adopted policy, but not fully implemented</td>
</tr>
<tr>
<td>Question 10</td>
<td>At our school, physical education teachers annually participate in professional development specific to physical education.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 11</td>
<td>Our school uses the Exemplary Physical Education Curriculum (EPEC)</td>
<td>Other curriculum</td>
</tr>
<tr>
<td>Question 12</td>
<td>At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.</td>
<td>No</td>
</tr>
<tr>
<td>Question 13</td>
<td>Our school offers the following amount of total weekly minutes of physical education throughout the year.</td>
<td>91-149 minutes at elementary level, 136-224 minutes at middle/high level</td>
</tr>
<tr>
<td>Question 14</td>
<td>Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.</td>
<td>Adopted policy, fully implemented</td>
</tr>
<tr>
<td>Question 15</td>
<td>The food service director/manager participated in professional development related to food or nutrition during the past 12 months.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question</td>
<td>Statement or Question</td>
<td>Response</td>
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</tr>
<tr>
<td>Question 16</td>
<td>The food service director/manager supports/reinforces in the cafeteria what is taught in health education.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 17</td>
<td>During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.</td>
<td>No</td>
</tr>
<tr>
<td>Question 18</td>
<td>Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 19</td>
<td>Our school has a health services provider or school nurse accessible to students.</td>
<td>Yes, but we do not have a health services provider or school nurse for every 650 students</td>
</tr>
<tr>
<td>Question 20</td>
<td>Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.</td>
<td>Written policy, fully implemented</td>
</tr>
<tr>
<td>Question 21</td>
<td>Our school has a system in place for collecting relevant student medical information.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 22</td>
<td>Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.</td>
<td>Adopted policy, fully implemented</td>
</tr>
<tr>
<td>Question 23</td>
<td>During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.</td>
<td>No</td>
</tr>
<tr>
<td>Question</td>
<td>Statement or Question</td>
<td>Response</td>
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<tr>
<td>24</td>
<td>During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.</td>
<td>Yes</td>
</tr>
<tr>
<td>26</td>
<td>During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.</td>
<td>Yes</td>
</tr>
<tr>
<td>27</td>
<td>Our school's mission statement includes the support of employee health and safety.</td>
<td>No</td>
</tr>
<tr>
<td>28</td>
<td>During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.</td>
<td>No</td>
</tr>
<tr>
<td>29</td>
<td>During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.</td>
<td>Yes</td>
</tr>
<tr>
<td>30</td>
<td>Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.</td>
<td>Written policy, fully implemented</td>
</tr>
<tr>
<td>31</td>
<td>Our school has a parent education program.</td>
<td>No</td>
</tr>
<tr>
<td>Statement or Question</td>
<td>Response</td>
<td>Rating</td>
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</tr>
<tr>
<td>Question 32</td>
<td>During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 33</td>
<td>During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).</td>
<td>Access to some indoor facilities</td>
</tr>
</tbody>
</table>
Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Interim Self Assessment was conducted as a School Improvement Team, consisting of department chairs and the school improvement chair. The team reviewed previous self assessments to determine whether CMS should remain at the previously ranked levels, or whether they should be adjusted based on improvements in our school. The team then took their recommendations for the indicators on the Interim Self Assessment to the whole staff for review. The staff agreed with the ratings determined by the School Improvement Team.

In addition, the staff worked in groups to analyze perception data from students, staff, and stakeholders to complete the Interim Self Assessment.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results of the Interim Self Assessment indicated that our school operates under governance and leadership promoting and supporting student performance and school effectiveness. The assessment also indicated a strong belief that our school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

The assessment also indicated that our weakest area was in our school's comprehensive assessment system to generate a range of data about student learning and school effectiveness, and using the results for continuous improvement.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The results of our Interim Self Assessment, along with student achievement data, helped us to determine our priority needs. Perception data from student, staff, and stakeholder surveys have also helped in creating our school improvement goals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals address the proficiency of the whole school population on the state assessment. Strategies used in meet the goals address the needs of disadvantaged students. These strategies include reading intervention, after school tutoring, academic assistance programs within the school day, differentiated instruction, and lessons utilizing the Universal Design for Learning.
1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Strategy 1 - Implementing explicit vocabulary instruction for all students
Strategy 2 - Focused intervention.
Strategy 3 - 8th grade graduation requirements for all students
Strategy 4 - Differentiated instruction and blended learning
Strategy 5 - Data collection and analysis on all students
Strategy 6 - Vertical Team Meetings

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Online common core math courses are provided for individual students who excel at their grade level. Kahn Academy allows students to progress through math skills at their own pace. Some students also attend a science and mathematics program at Central Michigan University. Teachers differentiate their instruction to accommodate the learning needs of students who excel in their content area.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Assessment for learning and vertical team meetings align with our need to use results for continuous improvement. The assessments provide our staff with various forms of student achievement data, which is analyzed during vertical team meetings to monitor student learning and growth.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The ZAP Program is in place for students in need of additional time and assistance to complete assignments. The ZAP Program takes place during the school day with a small group of students at the same grade level working with an intervention teacher on assignments in all content areas.

The LLI Program is a small group reading intervention program for at-risk students in 5th and 6th grades.

The After School Tutoring is available for students in 5th-8th grades for an hour two times per week to provide students with extra time and assistance to complete assignments.
Mentors volunteer daily to work one-on-one with students.

The 7th and 8th Grade Catch-Up Room is in place for individual teachers to remediate with a group of specific students in their content area during Pioneer Period at the end of the school day.

LINKS for students with ASD to assist them in being successful in their general education classes.

Academic support is provided daily though para-professionals studying for tests, reading, etc. with individual students or small groups.

Co-taught classes are in place for math and science classes to provide extra support for special education and at-risk general education students in these content areas.

5. Describe how the school determines if these needs of students are being met.

Post-test scores, report card grades, NWEA goal scores, MEAP scores, individual formative and summative assessments, student goals, Star, AR scores, progress monitoring and benchmark assessments in LLI.
## Component 3: Instruction by Highly Qualified Staff

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<tr>
<td>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The turnover rate is minimal. Several shifts in teachers have occurred, due to changes in student enrollment at several grade levels. CMS also has two new teachers, due to retirements.

2. What is the experience level of key teaching and learning personnel?

0-4 years - 13%
5-10 years - 23%
11-15 years - 16%
16-20 years - 13%
21-25 years - 16%
25+ years - 19%

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Staff rapport, student test scores in comparison to surrounding districts, teacher accountability, student support programs in place, technology, school culture, positive working relationships with local colleges and universities, consistency in discipline and expectations based on RTP process all contribute to the retention of high quality teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Staff rapport, student test scores in comparison to surrounding districts, teacher accountability, student support programs in place, technology, school culture, positive working relationships with local colleges and universities, consistency in discipline and expectations based on RTP process all contribute to the retention of high quality teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

CMS does not have a high turnover rate.
Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff will be required to attend professional development days throughout the year that are provided by the district. Staff will also meet at least four times per year in vertical team meetings in order to evaluate student needs.

2. Describe how this professional learning is "sustained and ongoing."

Staff will continue to develop their plan for the implementation of common core assessments and prepare for the upcoming Smarter Balanced assessment. Professional development days will be used to continually evaluate student performance and staff will be trained on how best to prepare for the new state assessment.

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<tr>
<td>3.</td>
<td>The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
<td></td>
<td>CMS PD Calender 1415</td>
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</table>
Component 6: **Strategies to Increase Parental Involvement**

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are involved in the design of the schoolwide plan by providing feedback through the parent perception survey. The staff gives consideration to this feedback when creating the school improvement plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are not directly involved in the implementation of the schoolwide plan, however parents are involved in components of the plan through their communication and involvement with the school.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are involved in the evaluation of the plan through the parent perception survey. Parent input is collected through the survey at parent teacher conferences and is used to evaluate the plan.

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<tr>
<td>4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?</td>
<td></td>
<td>Yes</td>
<td>The staff of Clare Middle School met 2 days during the summer of 2013 to draft and complete a Parent Involvement Plan. This written plan was a result of a QAR visit in which the team noted that CMS has a lot of things going on, however there is no formal documentation outlining what we do or how we offer parents an opportunity to be involved in the process.</td>
<td>CMS Parent Involvement Plan</td>
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5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

To coordinate, communicate and implement parent involvement programs, information is readily available via: Power School, Clare Public Schools website, Clare Middle School website, Principal's Blog, grade level content area brochures, report cards, interim progress reports, school messenger system, parent email communication, and the use of Google Drive.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component of the school improvement plan will be evaluated through the use of surveys, parent attendance at parent teacher conferences and parent correspondence via email, phone, face-to-face meetings, and blog hits.
7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation will be tabulated to aid in the determination of which initiatives are working to incorporate more support from parents, and which gaps still exist in communicating with and involving parents.

8. Describe how the school-parent compact is developed.

The school-parent compact was developed through research. Articles were collected on best practices for school-parent compacts, what has worked in other districts and what has not, and the compact was constructed from these to fit the needs of the staff, students, and parents of Clare Middle School.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Clare Middle School is not an elementary school.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The parent compact is shared with all parents on the first day of school. The compact is sent home to all parents, and requested to be returned to school with a signature. Contracts that are not returned result in the administrator contracting the parent to determine why the contract has not been returned and what questions the parent might have about the contract.

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<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
<td>The Clare Middle School parent compact is handed out at the beginning of the year every year. Students take the compact home after their Pioneer Period teachers have gone over it with them and explained what it is. The students go over it with their parents, then the students and parents sign it, and the student brings it back to school the next day to turn into their Pioneer Period teacher who then turns it into the office for the principal to sign and to keep on file.</td>
<td>CMS Parent Student Compact</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school sends all parents a report card at the end of the third marking period in the mail. Included with this report card are the student MEAP assessment results produced by the State of Michigan. Explore assessment results are provided to students during the month of May during their 8th grade year, and these results are shared with parents at the freshmen orientation meeting in August at the high school.
NWEA assessment results are also shared with parents at parent teacher conferences.
Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Clare Middle School does not connect with preschool age children. Clare Middle School services students in grade 5 - 8 who range in age from 9 to 14.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Clare Middle School does not provide any training due to the grade level and age of the students serviced.
Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers and department chairs work with administration to develop assessment schedules, student accommodations, make-up procedures, and methods to provide teachers with resources to maintain test integrity.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers work collaboratively in vertical teams and horizontal teams, as well as focused professional development meetings in order to synthesize student achievement data to determine gaps in learning and strategies to improve all student academic achievement.
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level.

After the assessment data is dis-aggregated, a list of students not reaching proficiency is generated. Specific interventions designed to meet the needs of individual students are then implemented.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are identified as not reaching proficiency on state assessments immediately qualify to participate in programs including after-school tutoring and the LLI reading intervention program.

3. How are students’ individual needs being addressed through differentiated instruction in the classroom?

Teachers are starting to implement the use of UDL lesson plans to address the learning needs of all students.
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title IIA funds will be used for the following school wide components: school wide reform strategies, high quality and ongoing professional development, teacher participation in making assessment decisions, and timely and additional assistance to students having difficulty mastering standards. The following program will utilize Title IIA funding: professional development plan in the use of assessments and data to guide instruction.

Title I funds will be used for the following school wide components: strategies to increase parental involvement, and coordination and integration of federal, state and local resources. The following programs will use Title I funding: lunch program, violence program, homeless assistance programs, after school tutoring, LLI, and RTP process.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

State Education Agency programs include: 31A

Federal Programs include: Title 1, Title 2, Title 6, McKinney Vento Homeless Act, Special Education, Responsible Thinking Process, Response to Intervention, after school tutoring, summer school, and one-to-one mentoring.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I funds will be used for the following school wide components: strategies to increase parental involvement, and coordination and integration of federal, state and local resources. The following programs will utilize Title I funding: breakfast, snack, and lunch, after school tutoring, and LLI.
Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The Clare Middle School staff conducted the Interim Self Assessment as whole staff with recommendations from the School Improvement Team. This self assessments review focused on our attention to data, climate, curriculum, and helped the CMS staff identify the gaps in learning that are occurring at Clare Middle School.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The Clare Middle School staff conducted the Interim Self Assessment as a whole staff. Staff then worked in vertical and horizontal teams to focus on data, climate, curriculum, and identify the gaps in learning that are occurring in Clare Middle School.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Through the analysis of data from the MEAP, NWEA, ACT Explore, STAR, locally developed assessments, the School Improvement Team can review the pertinent information from these resources and develop a conclusion as to whether or not we are making the proper decisions regarding various programs.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The entire Clare Middle School staff, using suggestions from NCA, revise our school improvement plan on a yearly basis. Vertical and horizontal meetings also provide an opportunity to modify our focus on a bi-monthly basis.
2014 -2015 CMS Comprehensive School Improvement Plan
Overview

Plan Name

2014 -2015 CMS Comprehensive School Improvement Plan

Plan Description
**Goals Summary**

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Objective Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>By 2016 CMS students will meet or exceed the AMO for the combined state reading and writing assessments.</td>
<td>Objectives:1, Strategies:6, Activities:10</td>
<td>Academic</td>
<td>$81308</td>
</tr>
<tr>
<td>2</td>
<td>By 2016 CMS students will meet or exceed the AMO for the combined state social studies assessment.</td>
<td>Objectives:1, Strategies:5, Activities:6</td>
<td>Academic</td>
<td>$69500</td>
</tr>
<tr>
<td>3</td>
<td>By 2016 CMS students will meet or exceed the AMO for the combined state science assessment.</td>
<td>Objectives:1, Strategies:5, Activities:8</td>
<td>Academic</td>
<td>$71150</td>
</tr>
<tr>
<td>4</td>
<td>By 2016 CMS students will meet or exceed the AMO for the combined state math assessment.</td>
<td>Objectives:1, Strategies:6, Activities:8</td>
<td>Academic</td>
<td>$20430</td>
</tr>
<tr>
<td>5</td>
<td>All Clare Middle School staff will participate in two instructional initiatives: Assessment for Learning and Blended Learning.</td>
<td>Objectives:1, Strategies:1, Activities:5</td>
<td>Organizational</td>
<td>$2196</td>
</tr>
<tr>
<td>6</td>
<td>Clare Middle School will develop and implement a comprehensive parent involvement plan.</td>
<td>Objectives:1, Strategies:4, Activities:5</td>
<td>Organizational</td>
<td>$1000</td>
</tr>
</tbody>
</table>
Goal 1: By 2016 CMS students will meet or exceed the AMO for the combined state reading and writing assessments.

Measurable Objective 1:
67% of Fifth, Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency on the combined state reading and writing assessment in English Language Arts by 06/05/2016 as measured by students taking the 5th, 6th, 7th, and 8th grade MEAP Reading and Writing summative assessments.

Strategy 1:
Focused Assistance - Students will be able to attend after school tutoring sessions in order to be able to have direct instruction to eliminate gaps in learning both in broad language arts concepts, but also directly related to instruction taking place at that time. Students will be able to complete remedial tasks aimed at developing and enhancing deficient skill areas, to develop reading comprehension skills, and to receive direct instruction in small group and in one on one situations. Students will also be able to use online resources and activities to enhance learning and to develop a greater understanding of language arts concepts in order to reduce gaps in each student’s learning. Each student will have their own set of skills that require remediation in order to increase their levels of proficiency, which will be determined by each grade level teacher. Students will engage in skills and activities developed by the grade level language arts teachers of Clare Middle School addressing test remediation, gaps in learning, and essential skill areas that need further development. The process for remediation will be monitored by both after school instructors and grade level instructors, using assessments to determine the improvement in student achievement.

Category:
Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD Hock, Michael F.; Pulvers, Kim A.; Deshler, Donald D.; Schumaker, Jean B. Remedial and Special Education, v22 n3 p172-86 May-Jun 2001

Tier:

<table>
<thead>
<tr>
<th>Activity - Clare After School Assistance</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff at Clare Middle School will collect student assessment scores, grades, attendance rates, and behavior data to develop a list of students by grade level who would most benefit from services beyond the school day. These students parents will receive an invitation and opportunity to register students for these services. Students will meet with a certified staff member two times a week for one hour each time. Grades, assessments, behavior referrals, and attendance rates will be monitored.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$4000</td>
<td>Title I Schoolwide</td>
<td>CMS teachers and administration</td>
</tr>
</tbody>
</table>
### Strategy 2:

Blended Learning and Differentiated Instruction - Teachers will use their own assessments (tests, quizzes, homework, problem sets) for monitoring learning. They will also use the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) program, incorporating benchmark assessment and training in differentiated instruction. Accommodations and modifications will be made for individual students based on their levels of proficiency. Teachers will use various strategies and best practices, incorporating technology to help students reach their highest proficiency levels.

**Category:**

Research Cited: Cordray, David; Pion, Georgine; Brandt, Chris; Molefe, Ayrin; Toby, Megan. "The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement." National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD Web site: http://ies.ed.gov/ncee/

Publication Date: 2012-12-00
Pages: 210
Final Report. NCEE 2013-4000

#### Clare Middle School will hire one Title I intervention instructor to provide specific instruction in the area of reading. Students will be selected based on assessment scores, and grades. Students will work in groups of no more than four and will be pulled out during the course of the normal schedule to work on intervention strategies to help them get up to grade level in area of reading.

<table>
<thead>
<tr>
<th>Activity - Tier 2 Intervention Instructor</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
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<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$60000</td>
<td>Title I Part A</td>
<td>CMS Staff and Administration</td>
</tr>
</tbody>
</table>

#### Clare Middle School staff has been trained on differentiated instruction. During the course of the 2014 - 2015 school year the Clare Middle School staff will focus on differentiating instruction in the classroom, and including the methods of differentiating instruction in their lesson plans, and will be part of the observation protocol for Clare Middle School teachers.

<table>
<thead>
<tr>
<th>Activity - Implementing Differentiated Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Clare Middle School staff has been trained on differentiated instruction. During the course of the 2014 - 2015 school year the Clare Middle School staff will focus on differentiating instruction in the classroom, and including the methods of differentiating instruction in their lesson plans, and will be part of the observation protocol for Clare Middle School teachers.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS staff and administration</td>
</tr>
</tbody>
</table>

#### Two language arts teachers will attend the Michigan Reading Association Conference to learn strategies to implement differentiated instruction and blended learning specific to language arts.

<table>
<thead>
<tr>
<th>Activity - Language Arts Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two language arts teachers will attend the Michigan Reading Association Conference to learn strategies to implement differentiated instruction and blended learning specific to language arts.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1030</td>
<td>Title I Schoolwide</td>
<td>Language Arts Department Staff</td>
</tr>
</tbody>
</table>
Strategy 3:
Vocabulary Instruction - Teachers will introduce content specific and common national assessment vocabulary to students. Word walls will be posted in every classroom. The Frayer Model and other vocabulary strategies will be used to teach the vocabulary to students. Word lists will be divided between content areas and grade levels at curricular vertical meetings. Formative assessments will help teachers monitor student mastery. Teachers must be prepared to provide additional vocabulary instruction for students who do not master the taught words at the conclusion of initial instruction.

Category:
Research Cited: Sobolak, Michelle J. "Robust Vocabulary Instruction for the Benefit of Low-Socioeconomic Students". Reading Improvement, v48 n1 p14-23 Spr 2011. Project Innovation, Inc. P.O. Box 8508 Spring Hill Station, Mobile, AL. Web site: http://www.projectinnovation.biz/ri.html

Record Number EJ955050

Strategy 4:
Middle school graduation requirements - Sets subject academic minimum requirements, behavior and attendance minimums, in order to participate in graduation. Minimum achievement levels of reading and writing follow uniform core curricular requirements developed by Clare Middle School associated with specific grade level reading and writing expectations, the achievement of specific skills and concepts directly related with Common Core and GLCE standards. Students will engage in pre and post testing requirements in order to demonstrate the growth of student achievement throughout the school year. Students are required to remediate deficient skills and reading and writing concepts in order to meet the requirements for graduation. Deficient skills can be addressed using the after school tutoring program, through...
additional assignments or conceptual tasks, and will be reassessed in order to demonstrate proficiency.

Category:
Research Cited: Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in the Middle Grades  Bottoms, Gene; Timberlake, Allison Southern Regional Education Board. 592 10th Street NW, Atlanta, GA 30318-5790. Tel: 404-875-9211; Fax: 404-872-1477; e-mail: publications@sreb.org; Web site: http://www.sreb.org  2012-03-00

Tier:

<table>
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<tr>
<th>Activity - 8th grade graduation requirements</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have to meet exit criteria at the completion of their 8th grade year to be able to graduate and earn entrance to high school. This process will guide the students to working hard, maintaining their studies, focus their efforts, and prepare for high school.</td>
<td>Policy and Process</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS Staff and administration</td>
</tr>
</tbody>
</table>

**Strategy 5:**

Data Collection and Analysis - Teachers will be trained on the collection and analysis of student achievement data. Collecting multiple sources of data and the disaggregation of that data will be used to increase student growth and guide instruction. The teachers will be trained in the administration and analysis of the NWEA assessment program as part of the data pool. Other sources included will be attendance, behavior referrals, MEAP, EXPLORE, and local assessments.

Category:

Descriptors:

Tier:

<table>
<thead>
<tr>
<th>Activity - Data Collection and Analysis</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Teachers in the English Language Arts department will be trained on the use of the NWEA assessment program. Teachers in these areas will then implement these assessments three times a year, and will collect data to share in their vertical alignment teams, as well as use this information to guide decisions in their curricular area, while monitoring student growth.

<table>
<thead>
<tr>
<th>Activity - Vertical Team Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical teams will meet at least four times per year to analyze data and increase student achievement.</td>
<td>Professiona l Learning</td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
<td>General Fund</td>
<td>CMS Staff and Administration</td>
<td></td>
</tr>
</tbody>
</table>

Strategy 6:
Vertical Teams - Members of the Language Arts Vertical Team will meet at least four times per year to analyze data and target students that require additional assistance to reach target goals. The vertical team will also discuss best practices, align curriculum, and work to close achievement gaps.

Category:


Tier:

Goal 2: By 2016 CMS students will meet or exceed the AMO for the combined state social studies assessment.

Measurable Objective 1:
55% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Social Studies by 06/05/2016 as measured by students taking state Social Studies summative assessments.

Strategy 1:
Intense Intervention - Students will be able to attend after school tutoring sessions in order to be able to have direct instruction to eliminate gaps in learning both in
broad social studies concepts, but also directly related to instruction taking place at that time. Students will be able to complete remedial tasks aimed at developing and enhancing deficient skill areas, to develop reading comprehension skills, and to receive direct instruction in small group and in one on one situations. Students will also be able to use online resources and activities to enhance learning and to develop a greater understanding of Social Studies concepts in order to reduce gaps in each student’s learning. Each student will have their own set of skills that require remediation in order to increase their levels of proficiency, which will be determined by each grade level teacher. Students will engage in skills and activities developed by the grade level social studies teachers of Clare Middle School addressing test remediation, gaps in learning, and essential skill areas that need further development. The process for remediation will be monitored by both after school instructors and grade level instructors, using assessments to determine the improvement in student achievement.

Category:
Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD Hock, Michael F.; Pulvers, Kim A.; Deshler, Donald D.; Schumaker, Jean B. Remedial and Special Education, v22 n3 p172-86 May-Jun 2001

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<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<td>The staff at Clare Middle School will collect student assessment scores, grades, attendance rates, and behavior data to develop a list of students by grade level who would most benefit from services beyond the school day. These students parents will receive an invitation and opportunity to register kids for these services. Students will meet with a certified staff member two times a week for one hour each time. Grades, assessments, behavior referrals, and attendance rates will be monitored.</td>
<td>Academic Support Program</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$4000</td>
<td>Title I School Improvement (ISI)</td>
<td>CMS Staff and administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Tier 2 Intervention Instructor</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Clare Middle School will hire one Title I intervention instructor to provide specific instruction in the area of reading. Students will be selected based on assessment scores, and grades. Students will work in groups of no more than four and will be pulled out during the course of the normal schedule to work on intervention strategies to help them get up to grade level in areas of reading.</td>
<td>Academic Support Program</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$60000</td>
<td>Title I School Improvement (ISI)</td>
<td>CMS Staff and administration</td>
<td></td>
</tr>
</tbody>
</table>

Strategy 2:
Differentiated Instruction and Blended Learning - Students will be exposed to activities and facilitated instruction that is tailored to the needs of each individual student. Activities will provide varying learning opportunities for students, with different levels of activities, critical thinking skills, and interventions which students will have the
option to choose in order to help them learn in the most efficient manner possible. Students will be challenged with learning materials presented in varying forms of media, degree of difficulty, and in varied forms that allow each student to be engaged in subject related material. Accommodations are made for students with special needs in order to meet their individual needs. Testing accommodations allow for students who qualify to have their tests read to them, to be administered in a separate location, and to have shortened testing items. Projects often allow students to be able to choose from a variety of options that can be completed with many topics, forms of media, and in different formats. Assignments may be shortened, with questions presented as viable options to students of all levels of learning. Other activities allow for small modifications to assignments which challenge students with higher level thinking skills, are effective and appropriate for students at all learning levels, but also provide effective and challenging instruction for students with learning difficulties.

Category:
Research Cited: Cordray, David; Pion, Georgine; Brandt, Chris; Molefe, Ayrin; Toby, Megan. "The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement." National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD Web site: http://ies.ed.gov/ncee/ Publication Date: 2012-12-00 Pages: 210 Final Report. NCEE 2013-4000

Tier:

<table>
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<tr>
<th>Activity - Implementing Differentiated Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Middle School staff has been trained on differentiated instruction. During the course of the 2014 - 2015 school year the Clare Middle School staff will focus on differentiating instruction in the classroom, and including the methods of differentiating instruction in their lesson plans, and will be part of the observation protocol for Clare Middle School teachers.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS Staff and administration</td>
</tr>
</tbody>
</table>

Strategy 3:

Vocabulary Instruction - Students will be exposed to a word wall with relevant vocabulary terms that are related to topics and information being facilitated in the classroom. The word wall will be updated throughout the year with more vocabulary terms related to new information being covered. Students will also engage in vocabulary activities for each unit of instruction which require students to define vocabulary terms, use them in appropriate subject related contexts, and to visually represent ideas associated with each vocabulary item. Students will record their vocabulary items and activities in journal form, which will be used to monitor and assess their progress throughout the school year.

Category:
Research Cited: Sobolak, Michelle J. "Robust Vocabulary Instruction for the Benefit of Low-Socioecomic Students" .Reading Improvement, v48 n1 p14-23 Spr 2011. Project Innovation, Inc. P.O. Box 8508 Spring Hill Station, Mobile, AL . Web site: http://www.projectinnovation.biz/ri.html Record Number EJ955050

Tier:

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<thead>
<tr>
<th>Activity - Implicit Vocabulary Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
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<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Teachers, in vertical content area meetings, will utilize content vocabulary lists and common national assessment vocabulary lists and maps for instructional delivery. Word walls will be posted within every classroom.

### Strategy 4:
Eighth grade graduation requirements - Sets subject academic minimum requirements, behavior and attendance minimums, in order to participate in graduation. Minimum achievement levels of Social Studies follow uniform core curricular requirements developed by Clare Middle School associated with specific grade level Social Studies expectations, the achievement of specific skills and concepts directly related with Common Core and GLCE standards. Students will engage in pre and post testing requirements in order to demonstrate the growth of student achievement throughout the school year. Students are required to remediate deficient skills and Social Studies concepts in order to meet the requirements for graduation. Deficient skills can be addressed using the after school tutoring program, through additional assignments or conceptual tasks, and will be reassessed in order to demonstrate proficiency.

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### Strategy 5:
Vertical Teams - Members of the Social Studies Vertical Team will meet at least four times per year to analyze data and target students that require additional assistance to reach target goals. The vertical team will also discuss best practices, align curriculum, and work to close achievement gaps.

Category:

Goal 3: By 2016 CMS students will meet or exceed the AMO for the combined state science assessment.

Measurable Objective 1:
50% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Science by 06/05/2016 as measured by the state Science assessment.

Strategy 1:
After school focused intervention - Students will be able to attend after school tutoring sessions in order to be able to have direct instruction to eliminate gaps in learning both in broad social studies concepts, but also directly related to instruction taking place at that time. Students will be able to complete remedial tasks aimed at developing and enhancing deficient skill areas, to develop reading comprehension skills, and to receive direct instruction in small group and in one on one situations. Students will also be able to use online resources and activities to enhance learning and to develop a greater understanding of Social Studies concepts in order to reduce gaps in each student’s learning. Each student will have their own set of skills that require remediation in order to increase their levels of proficiency, which will be determined by each grade level teacher. Students will engage in skills and activities developed by the grade level social studies teachers of Clare Middle School addressing test remediation, gaps in learning, and essential skill areas that need further development. The process for remediation will be monitored by both after school instructors and grade level instructors, using assessments to determine the improvement in student achievement.

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Strategy 2:
Differentiated Instruction & Blended Learning - Students will be exposed to activities and facilitated instruction that is tailored to the needs of each individual student. Activities will provide varying learning opportunities for students, with different levels of activities, critical thinking skills, and interventions which students will have the option to choose in order to help them learn in the most efficient manner possible. Students will be challenged with learning materials presented in varying forms of media, degree of difficulty, and in varied forms that allow each student to be engaged in subject related material. Accommodations are made for students with special needs in order to meet their individual needs. Testing accommodations allow for students who qualify to have their tests read to them, to be administered in a separate location, and to have shortened testing items. Projects often allow students to be able to choose from a variety of options that can be completed with many topics, forms of media, and in different formats. Assignments may be shortened, with questions presented as viable options to students of all levels of learning. Other activities allow for small modifications to assignments which challenge students with higher level thinking skills, are effective and appropriate for students at all learning levels, but also provide effective and challenging instruction for students with learning difficulties.

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Research Cited: Cordray, David; Pion, Georgine; Brandt, Chris; Molefe, Ayrin; Toby, Megan. “The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement.” National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD Web site: http://ies.ed.gov/ncee/ Publication Date: 2012-12-00 Pages: 210 Final Report. NCEE 2013-4000
Strategy 3:

Vocabulary Instruction - Students will be exposed to a word wall with relevant vocabulary terms that are related to topics and information being facilitated in the classroom. The word wall will be updated throughout the year with more vocabulary terms related to new information being covered. Students will also engage in vocabulary activities for each unit of instruction which require students to define vocabulary terms, use them in appropriate subject related contexts, and to visually represent ideas associated with each vocabulary item. Students will record their vocabulary items and activities in journal form, which will be used to monitor and assess their progress throughout the school year.

Category:
Research Cited: Sobolak, Michelle J. "Robust Vocabulary Instruction for the Benefit of Low-Socioeconomic Students". Reading Improvement, v48 n1 p14-23 Spr 2011. Project Innovation, Inc. P.O. Box 8508 Spring Hill Station, Mobile, AL. Web site: http://www.projectinnovation.biz/ri.html Record Number EJ955050

Strategy 4:

Graduation requirements - Sets subject academic minimum requirements, behavior and attendance minimums, in order to participate in graduation. Minimum
achievement levels of science follow uniform core curricular requirements developed by Clare Middle School associated with specific grade level science expectations, the achievement of specific skills and concepts directly related with Common Core and GLCE standards. Students will engage in pre and post testing requirements in order to demonstrate the growth of student achievement throughout the school year. Students are required to remediate deficient skills and science concepts in order to meet the requirements for graduation. Deficient skills can be addressed using the after school tutoring program, through additional assignments or conceptual tasks, and will be reassessed in order to demonstrate proficiency.

Category: Research Cited: Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in the Middle Grades Bottoms, Gene; Timberlake, Allison Southern Regional Education Board. 592 10th Street NW, Atlanta, GA 30318-5790. Tel: 404-875-9211; Fax: 404-872-1477; e-mail: publications@sreb.org; Web site: http://www.sreb.org 2012-03-00

Tier:

<table>
<thead>
<tr>
<th>Activity - 8th grade graduation requirements</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have to meet exit criteria at the completion of their 8th grade year to be able to graduate and earn entrance to high school. This process will guide the students to working hard, maintaining their studies, focus their efforts, and prepare for high school.</td>
<td>Policy and Process</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS staff and administration</td>
</tr>
</tbody>
</table>

Strategy 5:
Vertical Teams - Members of the Science Vertical Team will meet at least four times per year to analyze data and target students that require additional assistance to reach target goals. The vertical team will also discuss best practices, align curriculum, and work to close achievement gaps.


Tier:

<table>
<thead>
<tr>
<th>Activity - Vertical Team Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical teams will meet at least four times per year to analyze data and increase student achievement.</td>
<td>Professional Learning</td>
<td></td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
<td>General Fund</td>
<td>CMS Staff and Administration</td>
</tr>
</tbody>
</table>
Goal 4: By 2016 CMS students will meet or exceed the AMO for the combined state math assessment.

Measurable Objective 1:
49% of Fifth, Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency on the state assessment in Mathematics by 06/05/2016 as measured by students taking the state math assessments.

Strategy 1:
Intervention Focus - Students will be able to attend after school tutoring sessions in order to be able to have direct instruction to eliminate gaps in learning both in broad math concepts, but also directly related to instruction taking place at that time. Students will be able to complete remedial tasks aimed at developing and enhancing deficient skill areas, to develop reading comprehension skills, and to receive direct instruction in small group and in one on one situations. Students will also be able to use online resources and activities to enhance learning and to develop a greater understanding of math concepts in order to reduce gaps in each student’s learning. Each student will have their own set of skills that require remediation in order to increase their levels of proficiency, which will be determined by each grade level teacher. Students will engage in skills and activities developed by the grade level math teachers of Clare Middle School addressing test remediation, gaps in learning, and essential skill areas that need further development. The process for remediation will be monitored by both after school instructors and grade level instructors, using assessments to determine the improvement in student achievement.

Category:
Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD Hock, Michael F.; Pulvers, Kim A.; Deshler, Donald D.; Schumaker, Jean B. Remedial and Special Education, v22 n3 p172-86 May-Jun 2001

Tier:

<table>
<thead>
<tr>
<th>Activity - Clare After School Assistance</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff at Clare Middle School will collect student assessment scores, grades, attendance rates, and behavior data to develop a list of students by grade level who would most benefit from services beyond the school day. These students parents will receive an invitation and opportunity to register kids for these services. Students will meet with a certified staff member two times a week for one hour each time. Grades, assessments, behavior referrals, and attendance rates will be monitored.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$4000</td>
<td>Title I School Improvement (ISI)</td>
<td>CMS staff and administration</td>
</tr>
</tbody>
</table>
Strategy 2:

Blended Learning/ Differentiated Instruction - Students will be exposed to activities and facilitated instruction that are tailored to the needs of each individual student. Activities will provide varying learning opportunities for students, with different levels of activities, critical thinking skills, and interventions which students will have the option to choose in order to help them learn in the most efficient manner possible. Students will be challenged with learning materials presented in varying forms of media, degree of difficulty, and in varied forms that allow each student to be engaged in subject related material. Accommodations are made for students with special needs in order to meet their individual needs. Testing accommodations allow for students who qualify to have their tests read to them, to be administered in a separate location, and to have shortened testing items. Projects often allow students to be able to choose from a variety of options that can be completed with many topics, forms of media, and in different formats. Assignments may be shortened, with questions presented as viable options to students of all levels of learning. Other activities allow for small modifications to assignments which challenge students with higher level thinking skills, are effective and appropriate for students at all learning levels, but also provide effective and challenging instruction for students with learning difficulties.

Category:

Research Cited: Cordray, David; Pion, Georgine; Brandt, Chris; Molefe, Ay rin; Toby, Megan. "The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement." National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD Web site: http://ies.ed.gov/ncee/ Publication Date: 2012-12-00 Pages: 210 Final Report. NCEE 2013-4000

Tier:

Activity - Targeted Academic Support Class

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>Other</td>
<td>CMS Staff and special education teachers.</td>
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</table>

Activity - Implementing Differentiated Instruction

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS Staff and administration</td>
</tr>
</tbody>
</table>

Activity - Mathematics Professional Development

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$930</td>
<td>Title I Schoolwide</td>
<td>Math Department Staff</td>
</tr>
</tbody>
</table>
**Strategy 3:**
Vocabulary Instruction - Teachers will introduce content specific and common national assessment vocabulary to students. Word walls will be posted in every classroom. The Frayer Model and other vocabulary strategies will be used to teach the vocabulary to students. Word lists will be divided between content areas and grade levels at curricular vertical meetings. Formative assessments will help teachers monitor student mastery. Teachers must be prepared to provide additional vocabulary instruction for students who do not master the taught words at the conclusion of initial instruction.

Category:
Research Cited: Sobolak, Michelle J. "Robust Vocabulary Instruction for the Benefit of Low-Socioeconomic Students". Reading Improvement, v48 n1 p14-23 Spr 2011.
Project Innovation, Inc. P.O. Box 8508 Spring Hill Station, Mobile, AL. Web site: http://www.projectinnovation.biz/ri.html Record Number EJ955050

**Strategy 4:**
Grade 8 graduation requirements - Sets subject academic minimum requirements, behavior and attendance minimums, in order to participate in graduation. Minimum achievement levels of math follow uniform core curricular requirements developed by Clare Middle School associated with specific grade level math expectations, the achievement of specific skills and concepts directly related with Common Core and GLCE standards. Students will engage in pre and post testing requirements in order to demonstrate the growth of student achievement throughout the school year. Students are required to remediate deficient skills and math concepts in order to meet the requirements for graduation. Deficient skills can be addressed using the after school tutoring program, through additional assignments or conceptual tasks, and will be reassessed in order to demonstrate proficiency.

Category:
Research Cited: Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in the Middle Grades Bottoms, Gene; Timberlake, Allison Southern Regional Education Board. 592 10th Street NW, Atlanta, GA 30318-5790. Tel: 404-875-9211; Fax: 404-872-1477; e-mail: publications@sreb.org; Web site: http://www.sreb.org 2012-03-00

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<table>
<thead>
<tr>
<th>Activity - Explicit Vocabulary Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, in vertical content area meetings, will utilize content vocabulary lists and common national assessment vocabulary lists and maps for instructional delivery. Word walls will be posted within every classroom.</td>
<td>Direct Instruction</td>
<td>Direct</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>General Fund</td>
<td>CMS Staff and administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - 8th grade graduation requirements</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy 5:
Data Collection/Analysis - Teachers will be trained on the collection and analysis of student achievement data. Collecting multiple sources of data and the disaggregation of that data will be used to increase student growth and guide instruction.

The teachers will be trained in the administration and analysis of the NWEA assessment program as part of the data pool. Other sources included will be attendance, behavior referrals, MEAP, EXPLORE, and local assessments.

Category:
Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students’ attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it’s not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).
http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html

Tier:

<table>
<thead>
<tr>
<th>Activity - Data Collection and Analysis</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in the Math department will be trained on the use of the NWEA assessment program. Teachers in these areas will then implement these assessments three times a year, and will collect data to share in their vertical alignment teams, as well as use this information to guide decisions in their curricular area, while monitoring student growth.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$10000</td>
<td>Title I Schoolwide</td>
<td>Math instructors and administration</td>
</tr>
</tbody>
</table>

Strategy 6:
Vertical Teams - Members of the Mathematics Vertical Team will meet at least four times per year to analyze data and target students that require additional assistance to reach target goals. The vertical team will also discuss best practices, align curriculum, and work to close achievement gaps.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Vertical Team Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical teams will meet at least four times per year to analyze data and increase student achievement.</td>
<td>Professional Learning</td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
<td>General Fund</td>
<td>CMS Staff and Administration</td>
<td></td>
</tr>
</tbody>
</table>

Goal 5: All Clare Middle School staff will participate in two instructional initiatives: Assessment for Learning and Blended Learning.

Measurable Objective 1:
collaborate to improve teaching and learning at Clare Middle School by 06/05/2016 as measured by MEAP, NWEA, and Explore data.

Strategy 1:
Instructional Initiatives - Assessment for learning will be based on the backward model theory and the summative assessments that will be used will be based on the core academic area. Math and English Language Arts will utilize the NWEA program, while Social Studies and Science will use assessments developed by the local EA and implemented three times a year. Blended learning will bring an increase in the amount of technology into the classroom and will allow the students to engage in inquiry learning in a mode that best suits their learning.

Category:

Tier:

<table>
<thead>
<tr>
<th>Activity - Assessment for Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Administration will meet no less than four times a year to review student achievement data collected from NWEA, Summative assessments, MEAP and Explore to determine next steps for student achievement. Review of curriculum, grades, student attainment, and evaluation will be key focus factors.</td>
<td>Monitor</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers and Administration</td>
<td></td>
</tr>
</tbody>
</table>
### Goal 6: Clare Middle School will develop and implement a comprehensive parent involvement plan.

- **Activity - Technology Integration**
  - **Activity Type**: Professional Learning
  - **Begin Date**: 09/02/2014
  - **End Date**: 06/05/2016
  - **Resource Assigned**: $0
  - **Source Of Funding**: No Funding Required
  - **Staff Responsibility**: Teachers and administration
  - Teachers will incorporate technology into no less than one lesson a marking period to enhance teaching and learning and to provide opportunities for inquiry learning to occur.

- **Activity - Technology Professional Development**
  - **Activity Type**: Professional Learning
  - **Begin Date**: 09/02/2014
  - **End Date**: 06/05/2016
  - **Resource Assigned**: $1960
  - **Source Of Funding**: Title I Schoolwide
  - **Staff Responsibility**: Middle School Teaching Staff
  - Four teachers will attend the Michigan Association of Computer Users in Learning Conference to learn strategies to implement differentiated instruction and blended learning through the use of technology.

- **Activity - Technology Professional Development**
  - **Activity Type**: Professional Learning
  - **Begin Date**: 09/02/2014
  - **End Date**: 06/05/2016
  - **Resource Assigned**: $236
  - **Source Of Funding**: Title I Schoolwide
  - **Staff Responsibility**: Middle School Staff
  - Four teachers will attend the Best of MACUL workshop to learn strategies to implement differentiated instruction and blended learning through the use of technology.

- **Activity - Perception and communication of achievement, demographic, perception, and school processes surveys**
  - **Activity Type**: Communication
  - **Begin Date**: 09/02/2014
  - **End Date**: 06/05/2016
  - **Resource Assigned**: $0
  - **Source Of Funding**: No Funding Required
  - **Staff Responsibility**: CMS administration, staff, students, and community members.
  - During the course of the year, parents/community members, students, and staff members will participate in a Clare Middle School survey to gain input for the purpose of improving instruction and communication.

  Students will be tested using multiple assessments 1 to 3 times a school year to measure academic achievement.

  The results of surveys, achievement results, perception data, and school processes will be shared with all utilizing, but not limited to the following methods: school web site, news letters, NWEA student goal information, planners, school hand book, principals blog, positive post cards, twitter account, school messenger, and others not yet implemented.
**Measurable Objective 1:**
collaborate to develop and implement a comprehensive parent involvement plan. This will allow the school to provide parents, community members, and all stakeholders more opportunities to participate in the operations and activities at CMS by 06/05/2016 as measured by evidence that will include a variety of communication methods, parent meetings, administrative and teacher support for parent organizations, surveys, activity attendance, and volunteer registration forms.

**Strategy 1:**
Professional Learning Opportunities - The staff will receive instruction on working with families in poverty, special education, gifted education, differentiated learning, writing, response to intervention, assessment, and engaging parents in student learning with data discussions.

Category:

<table>
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<tr>
<th>Tier</th>
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</table>

**Strategy 2:**
Parent Involvement Plan - Clare Middle School will develop and implement a comprehensive parent involvement plan. This plan will be documented and will be shared with parents, staff and the community electronically, and through the use of hard copies if needed.

Category:
Research Cited: Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003).

<table>
<thead>
<tr>
<th>Tier</th>
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</table>

### Activity - Professional Learning

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend learning opportunities focusing on instruction on working with families in poverty, special education, gifted education, differentiated learning, writing, response to intervention, assessment, and engaging parents in student learning with data discussions.</td>
<td>Professional Learning</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>Title I Schoolwide</td>
<td>CMS Administration</td>
</tr>
</tbody>
</table>

### Strategy 2:

**Activity - Parent Involvement Plan development and implementation**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Middle School will develop, document, implement and communicate the parent involvement plan at the beginning of the 2013 - 2014 school year.</td>
<td>Parent Involvement</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>CMS Staff and Administration</td>
</tr>
</tbody>
</table>
**Strategy 3:**
Perception Survey - Parents, community members, staff and students will participate one time a year in a Clare Middle School perception survey. The school improvement team and vertical teams will take the results of the different surveys and utilize the information to make adjustments in the school improvement process and improve the operations and communications of the school.

Category:
Research Cited: Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003).

<table>
<thead>
<tr>
<th>Activity - Perception Surveys</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, community members, staff and students will participate one time a year in a Clare Middle School perception survey. The school improvement team and vertical teams will take the results of the different surveys and utilize the information to make adjustments in the school improvement process and improve the operations and communications of the school.</td>
<td>Parent Involvement</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>CMS Staff and administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 4:**
Communication and Involvement - Clare Middle School will communicate with parents utilizing a variety of methods regarding the success of their students throughout the year. Parent representatives will be invited to participate on the school improvement process throughout the year.

Category:
Research Cited: Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003).

<table>
<thead>
<tr>
<th>Activity - Communication</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Middle School will communicate with parents using power school, twitter, school messenger, principals blog, web site, report cards, progress reports, student planners, NWEA progress, and newsletters to keep them up to date with activities ongoing in the school as well as student progress.</td>
<td>Communication</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>CMS staff and administration</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Parent School Improvement Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Parents will be invited to attend school improvement meetings to participate in the school improvement process. Those parents that attend on a regular basis will be recognized for their time and effort.

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Start Date</th>
<th>End Date</th>
<th>Funding Required</th>
<th>CMS Staff and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Academic Support Class</td>
<td>Students will be assigned to attend academic support class based on gaps in learning. The gaps will be identified by the classroom teachers based on formative and summative assessments.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS Staff and special education teachers.</td>
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</table>

### Title I School Improvement (ISI)

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare After School Assistance</td>
<td>The staff at Clare Middle School will collect student assessment scores, grades, attendance rates, and behavior data to develop a list of students by grade level who would most benefit from services beyond the school day. These students parents will receive an invitation and opportunity to register kids for these services. Students will meet with a certified staff member two times a week for one hour each time. Grades, assessments, behavior referrals, and attendance rates will be monitored.</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$4000</td>
<td>CMS staff and administration</td>
</tr>
<tr>
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<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$4000</td>
<td>CMS Staff and administration</td>
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## General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Team Meetings</td>
<td>Vertical teams will meet at least four times per year to analyze data and increase student achievement.</td>
<td>Professional Learning</td>
<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
<td>CMS Staff and Administration</td>
<td></td>
</tr>
<tr>
<td>Explicit Vocabulary Instruction</td>
<td>Teachers, in vertical content area meetings, will utilize content vocabulary lists and common national assessment vocabulary lists and maps for instructional delivery. Word walls will be posted within every classroom.</td>
<td>Direct Instruction</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>CMS Staff and Administration</td>
<td></td>
</tr>
<tr>
<td>Implementing Differentiated Instruction</td>
<td>Clare Middle School staff has been trained on differentiated instruction. During the course of the 2014 - 2015 school year the Clare Middle School staff will focus on differentiating instruction in the classroom, and including the methods of differentiating instruction in their lesson plans, and will be part of the observation protocol for Clare Middle School teachers.</td>
<td>Direct Instruction</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>CMS staff and administration</td>
<td></td>
<td></td>
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<td>06/05/2016</td>
<td>$1000</td>
<td>CMS staff and administration</td>
<td></td>
<td></td>
</tr>
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<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
<td>CMS Staff and Administration</td>
<td></td>
</tr>
<tr>
<td>8th grade graduation requirements</td>
<td>Students will have to meet exit criteria at the completion of their 8th grade year to be able to graduate and earn entrance to high school. This process will guide the students to working hard, maintaining their studies, focus their efforts, and prepare for high school.</td>
<td>Policy and Process</td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>CMS Staff and Administration</td>
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<td>Evaluate</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$2500</td>
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<td></td>
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<tr>
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<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$1000</td>
<td>CMS Staff and Administration</td>
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</tbody>
</table>
### 8th grade graduation requirements

Students will have to meet exit criteria at the completion of their 8th grade year to be able to graduate and earn entrance to high school. This process will guide the students to working hard, maintaining their studies, focus their efforts, and prepare for high school.

### Vertical Team Meetings

Vertical teams will meet at least four times per year to analyze data and increase student achievement.

### Implicit Vocabulary Instruction

Teachers, in vertical content area meetings, will utilize content vocabulary lists and common national assessment vocabulary lists and maps for instructional delivery. Word walls will be posted within every classroom.

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### Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection and Analysis</td>
<td>Teachers in the English Language Arts department will be trained on the use of the NWEA assessment program. Teachers in these areas will then implement these assessments three times a year, and will collect data to share in thier vertical alignment teams, as well as use this information to guide decisions in their curricular area, while monitoring student growth.</td>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$10000</td>
<td>English Language Arts instructors and administration</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Details</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Language Arts Professional Development</td>
<td>One language arts teacher will attend the Michigan World Language Association Conference to learn strategies to implement differentiated instruction and blended learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Technology Professional Development</td>
<td>Four teachers will attend the Michigan Association of Computer Users in Learning Conference to learn strategies to implement differentiated instruction and blended learning through the use of technology.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clare After School Assistance</td>
<td>The staff at Clare Middle School will collect student assessment scores, grades, attendance rates, and behavior data to develop a list of students by grade level who would most benefit from services beyond the school day. These students parents will receive an invitation and opportunity to register students for these services. Students will meet with a certified staff member two times a week for one hour each time. Grades, assessments, behavior referrals, and attendance rates will be monitored.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Mathematics Professional Development</td>
<td>Two math teachers will attend the Michigan Council of Teachers of Mathematics Conference to learn strategies specific to differentiating instruction and blended learning in math.</td>
<td></td>
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</tr>
<tr>
<td>Technology Professional Development</td>
<td>Four teachers will attend the Best of MACUL workshop to learn strategies to implement differentiated instruction and blended learning through the use of technology.</td>
<td></td>
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</tr>
<tr>
<td>Health Education Professional Development</td>
<td>Two health education teachers will attend the Michigan Model for Health Training to learn instructional strategies and updated curriculum for health education.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Language Arts Professional Development</td>
<td>Two language arts teachers will attend the Michigan Reading Association Conference to learn strategies to implement differentiated instruction and blended learning specific to language arts.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Science Professional Development</td>
<td>Four science teachers will attend the Michigan Science Teachers Association Conference to learn strategies to implement differentiated instruction and blended learning specific to science.</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Professional Learning</td>
<td>Teachers will attend learning opportunities focusing on instruction on working with families in poverty, special education, gifted education, differentiated learning, writing, response to intervention, assessment, and engaging parents in student learning with data discussions.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Data Collection and Analysis

Teachers in the Math department will be trained on the use of the NWEA assessment program. Teachers in these areas will then implement these assessments three times a year, and will collect data to share in their vertical alignment teams, as well as use this information to guide decisions in their curricular area, while monitoring student growth.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
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<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$10000</td>
<td>Math instructors and administration</td>
</tr>
</tbody>
</table>

### Language Arts Professional Development

Two language arts teachers will attend the Michigan Council of Teachers of English Conference to learn strategies to implement explicit vocabulary instruction.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Two language arts teachers will attend the Michigan Council of Teachers of English Conference to learn strategies to implement explicit vocabulary instruction.</td>
<td>Professional Learning</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$208</td>
<td>Language Arts Department Staff</td>
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### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 Intervention Instructor</td>
<td>Clare Middle School will hire one Title I intervention instructor to provide specific instruction in the area of reading. Students will be selected based on assessment scores, and grades. Students will work in groups of no more than four and will be pulled out during the course of the normal schedule to work on intervention strategies to help them get up to grade level in area of reading.</td>
<td>Academic Support Program</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$60000</td>
<td>CMS Staff and Administration</td>
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### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception Surveys</td>
<td>Parents, community members, staff and students will participate one time a year in a Clare Middle School perception survey. The school improvement team and vertical teams will take the results of the different surveys and utilize the information to make adjustments in the school improvement process and improve the operations and communications of the school.</td>
<td>Parent Involvement</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS Staff and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Clare Middle School will communicate with parents using power school, twitter, school messenger, principals blog, web site, report cards, progress reports, student planners, NWEA progress, and newsletters to keep them up to date with activities ongoing in the school as well as student progress.</td>
<td>Communication</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS staff and administration</td>
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<tr>
<td>Component</td>
<td>Description</td>
<td>Monitor</td>
<td>Start Date</td>
<td>End Date</td>
<td>Cost</td>
<td>Responsible Parties</td>
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</tr>
<tr>
<td><strong>Assessment for Learning</strong></td>
<td>Teachers and Administration will meet no less than four times a year to review student achievement data collected from NWEA, Summative assessments, MEAP and Explore to determine next steps for student achievement. Review of curriculum, grades, student attainment, and evaluation will be key focus factors.</td>
<td>Monitor</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>Teachers and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent School Improvement Meetings</strong></td>
<td>Parents will be invited to attend school improvement meetings to participate in the school improvement process. Those parents that attend on a regular basis will be recognized for their time and effort.</td>
<td>Parent Involvement</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS Staff and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Involvement Plan development and implementation</strong></td>
<td>Clare Middle School will develop, document, implement and communicate the parent involvement plan at the beginning of the 2013 - 2014 school year.</td>
<td>Parent Involvement</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS Staff and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perception and communication of achievement, demographic, perception, and school processes surveys</strong></td>
<td>During the course of the year, parents/ community members, students, and staff members will participate in a Clare Middle School survey to gain input for the purpose of improving instruction and communication. Students will be tested using multiple assessments 1 to 3 times a school year to measure academic achievement. The results of surveys, achievement results, perception data, and school processes will be shared with all utilizing, but not limited to the following methods: school web site, news letters, NWEA student goal information, planners, school hand book, principals blog, positive post cards, twitter account, school messenger, and others not yet implemented.</td>
<td>Communication</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>CMS administration, staff, students, and community members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology Integration</strong></td>
<td>Teachers will incorporate technology into no less than one lesson a marking period to enhance teaching and learning and to provide opportunities for inquiry learning to occur.</td>
<td>Professional Learning</td>
<td>09/02/2014</td>
<td>06/05/2016</td>
<td>$0</td>
<td>Teachers and Administration</td>
<td></td>
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