

# **2018 - 2019 School Improvement plan**

Clare Middle School

Clare Public Schools

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## **Overview**

### **Plan Name**

2018 - 2019 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.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Clare Middle School will develop and implement a comprehensive parent involvement plan.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$1000
2	All CMS students will demonstrate growth in math.	Objectives: 1 Strategies: 6 Activities: 33	Academic	\$30886
3	All CMS students will demonstrate growth in social studies.	Objectives: 1 Strategies: 6 Activities: 31	Academic	\$1058
4	All CMS students will demonstrate growth in reading.	Objectives: 1 Strategies: 6 Activities: 36	Academic	\$54358
5	All CMS students will demonstrate growth in science.	Objectives: 1 Strategies: 6 Activities: 32	Academic	\$1902

# Goal 1: Clare Middle School will develop and implement a comprehensive parent involvement plan.

## 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: School Culture

Research Cited: "Rigorous research suggests that sustained and intensive professional learning for teachers is related to student achievement gains." Linda Darling-Hammond, Ruth Chung Wei, Alethea Andree, Nicole Richardson, and Stelios Orphanos." Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad". School Redesign Network at Stanford University. The National Staff Development Council. 2009.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1000	Title I Schoolwide	CMS Administration

## 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: School Culture

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

Tier: Tier 1

Activity - Parent Involvement Plan development and implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Clare Middle School will develop, document, implement and communicate the parent involvement plan at the beginning of the 2013 - 2014 school year.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff and Administration
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### 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: School Culture

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

Tier: Tier 1

Activity - Perception Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff and Administration

### 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: School Culture

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

Tier: Tier 1

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Middle School will communicate with parents using power school, school messenger, Facebook, web site, report cards, progress reports, student planners, NWEA progress, Remind, Class Dojo, and newsletters to keep them up to date with activities ongoing in the school as well as student progress.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff and Administration

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Activity - Parent School Improvement Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff and Administration

**Goal 2: All CMS students will demonstrate growth in math.**

**Measurable Objective 1:**

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 by meeting their growth target on NWEA by the spring assessment in Mathematics by 06/28/2019 as measured by NWEA.

**Strategy 1:**

Purpose - Clare Middle School will set a clear, meaningful course for student learning.

Category:

Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding."

Moss, C., & Brookhart, S. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

Tier: Tier 1

Activity - Math Intervention Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Middle School will hire one Title 1 intervention instructor to provide specific instruction in the area of math. Students will be selected based on assessment scores and grades. Students will utilize the Exact Path program to aid in their learning of the curriculum. Students will be pulled out during their normal school day when they are scheduled to have an activity class to provide them time during the day to work on intervention strategies to help them get up to grade level in the area of math. The school will purchase the Exact Path program.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$28000	Title I Schoolwide	CMS Staff and Administration

Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Design of performance task</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Communication of learning target(s)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Success criteria</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Learning targets connected to standards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

### Strategy 2:

Student Engagement - Engaging students will encourage substantive, intellectual thinking.

Category: Mathematics

Research Cited: "Autonomy support can be manifested in the classroom in at least 3 distinct ways: organizational autonomy support (e.g., allowing students some decision-making role in terms of classroom management issues), procedural autonomy support (e.g., offering students choices about the use of different media to present ideas), and cognitive autonomy support (e.g., affording opportunities for students to evaluate work from a self-referent standard). We offer vignettes of teachers in their classes to illustrate our proposition that autonomy support may be carried out on several planes and may produce different outcomes. Whereas organizational



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autonomy support may encourage a sense of well-being and comfort with the way a classroom functions and procedural autonomy support may encourage initial engagement with learning activities, cognitive autonomy support may foster a more enduring psychological investment in deep-level thinking."

Candice R. Stefanou, Kathleen C. Perencevich, Matthew DiCintio & Julianne C. Turner

pages 97-110

Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Capitalizing on students' strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Opportunity and support for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two staff members will attend the AdvancedEd school improvement conference in the fall of 2017	Professional Learning	Tier 1	Monitor	08/23/2017	06/28/2019	\$1404	Title I School Improvement (ISI)	CMS Staff and Administration

**Strategy 3:**

Assessment for Student Learning - Ongoing assessment will be used to shape and individualize instruction.

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).

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Tier: Tier 1

Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration

Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration

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Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 4:**

Classroom Environment and Culture - Clare Middle School will work to maintain and improve a positive school climate and culture to promote student success.

Category: School Culture

Research Cited: Research shows there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate. [https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803\\_4?journalCode=hepc20](https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803_4?journalCode=hepc20)

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
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Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 5:**

Curriculum and Pedagogy - Teachers will align instructional materials and tasks, demonstrate knowledge of content, use multiple strategies of discipline-specific teaching approaches, differentiate instruction for students, and use scaffolds to support student learning.

Category: Learning Support Systems

Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and diverse strategies for teaching and learning should be implemented to maximize teaching and learning at CMS.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Teacher knowledge and content</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Discipline-specific teaching approaches</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Differentiated instruction for students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Use of scaffolds</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 6:**

Professional Collaboration and Communication - Teachers will communicate and collaborate with other professionals, as well as with parents and the community to improve student learning. Teachers will use multiple tools of communication with parents and students to inform them of student progress.

Category: Learning Support Systems

Research Cited: According to the following research: <http://www.aft.org/sites/default/files/periodicals/rubinstein.pdf>, building partnerships will help strengthen school improvement.

Tier: Tier 1

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Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Communication within the school community about student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Ethics and advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three teachers will attend the MIGoogle Conference to implement differentiated instruction.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$1482	Title I Schoolwide	CMS Staff

**Goal 3: All CMS students will demonstrate growth in social studies.**

**Measurable Objective 1:**

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 summative assessments in Social Studies by 06/28/2019 as measured by pre and post summative assessments data.

**Strategy 1:**

Purpose - Clare Middle School will set a clear, meaningful course for student learning.

Category:

Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding."

Moss, C., & Brookhart, S. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

Tier: Tier 1

Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Design of performance task</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Communication of learning target(s)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Success criteria</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 2:**

Student Engagement - Engaging students will encourage substantive, intellectual thinking

Category:

Research Cited: "Autonomy support can be manifested in the classroom in at least 3 distinct ways: organizational autonomy support (e.g., allowing students some decision-making role in terms of classroom management issues), procedural autonomy support (e.g., offering students choices about the use of different media to present ideas), and cognitive autonomy support (e.g., affording opportunities for students to evaluate work from a self-referent standard). We offer vignettes of teachers in their classes to illustrate our proposition that autonomy support may be carried out on several planes and may produce different outcomes. Whereas organizational autonomy support may encourage a sense of well-being and comfort with the way a classroom functions and procedural autonomy support may encourage initial engagement with learning activities, cognitive autonomy support may foster a more enduring psychological investment in deep-level thinking."

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Tier: Tier 1



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Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Other	CMS Staff
Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Capitalizing on students' strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Opportunity and support for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 3:**

Assessment for Student Learning - Ongoing assessment will be used to shape and individualize instruction.

Category:

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance.

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(Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Tier: Tier 1

Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

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**Strategy 4:**

Classroom Environment and Culture - Clare Middle School will work to maintain and improve a positive school climate and culture to promote student success.

Category: School Culture

Research Cited: Research shows there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate.

[https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803\\_4?journalCode=hepc20](https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803_4?journalCode=hepc20)

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

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Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

### Strategy 5:

Curriculum and Pedagogy - Teachers will align instructional materials and tasks, demonstrate knowledge of content, use multiple strategies of discipline-specific teaching approaches, differentiate instruction for students, and use scaffolds to support student learning.

Category: Learning Support Systems

Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and diverse strategies for teaching and learning should be implemented to maximize teaching and learning at CMS.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
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Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 6:**

Professional Collaboration and Communication - Teachers will communicate and collaborate with other professionals, as well as with parents and the community to improve student learning. Teachers will use multiple tools of communication with parents and students to inform them of student progress.

Category: School Culture

Research Cited: According to the following research: <http://www.aft.org/sites/default/files/periodicals/rubinstein.pdf>, building partnerships will help strengthen school improvement.

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

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Activity - Communication within the school community about student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Ethics and advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Social Studies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two social studies teachers will attend the Michigan Council for the Social Studies Conference to learn strategies to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$1058	Title I Schoolwide	CMS Staff

**Goal 4: All CMS students will demonstrate growth in reading.**

**Measurable Objective 1:**

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85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 by meeting their growth target on the NWEA by the spring assessment in Reading by 06/28/2019 as measured by assessment results.

### Strategy 1:

Purpose - Clare Middle School will set a clear, meaningful course for student learning.

Category:

Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding."

Moss, C., & Brookhart, S. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

Tier: Tier 1

Activity - Language Arts Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1674	Title I Schoolwide	CMS Staff and administration
Activity - Language Arts Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two language arts teachers will attend the Michigan Council of Teachers of English Conference to learn strategies to implement explicit vocabulary instruction.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$700	Title I Schoolwide	CMS Staff and administration
Activity - Language Arts Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One language arts teacher will attend the Michigan World Language Association Conference to learn strategies to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$739	Title I Schoolwide	CMS Staff and administration
Activity - Reading Intervention Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 small groups and will be pulled out in the course of the normal schedule to work on intervention strategies to help them get to grade level in the area of reading.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/28/2019	\$18000	Title I Schoolwide	CMS Staff and Administration
<b>Activity - Learning targets connected to standards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Design of performance task</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Communication of learning target(s)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Success criteria</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff



**Strategy 2:**

Student Engagement - Engaging students will encourage substantive, intellectual thinking.

Category:

Research Cited: "Autonomy support can be manifested in the classroom in at least 3 distinct ways: organizational autonomy support (e.g., allowing students some decision-making role in terms of classroom management issues), procedural autonomy support (e.g., offering students choices about the use of different media to present ideas), and cognitive autonomy support (e.g., affording opportunities for students to evaluate work from a self-referent standard). We offer vignettes of teachers in their classes to illustrate our proposition that autonomy support may be carried out on several planes and may produce different outcomes. Whereas organizational autonomy support may encourage a sense of well-being and comfort with the way a classroom functions and procedural autonomy support may encourage initial engagement with learning activities, cognitive autonomy support may foster a more enduring psychological investment in deep-level thinking."

Candice R. Stefanou, Kathleen C. Perencevich, Matthew DiCintio & Julianne C. Turner

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Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Other	CMS Staff
Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Capitalizing on students' strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Opportunity and support for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Student talk</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Two staff members will attend the AdvancEd fall conference in 2018	Professional Learning	Tier 1	Monitor	08/23/2017	06/28/2019	\$1404	Title I School Improvement (ISI)	CMS Staff and Administration
<b>Activity - Family Engagement Attendance Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Dean of Students will work with teachers, administrators, and truancy officers to monitor student attendance. The Dean will establish positive relationships between the school, student, and home in an effort to improve attendance of all students, leading to improved tier 1 instruction outcomes.	Parent Involvement	Tier 1	Implement	01/22/2018	06/12/2020	\$31841	Title I Part A	Dean of Students, Director of State/Federal Programs

### Strategy 3:

Assessment for Student Learning - Ongoing assessment will be used to shape and individualize instruction.

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).

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Tier: Tier 1

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Activity - Collection systems for formative assessment data A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration
Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration
Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

### Strategy 4:

Classroom Environment and Culture - Clare Middle School will work to maintain and improve a positive school climate and culture to promote student success.

Category: School Culture

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Research Cited: Studies show that there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
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**Strategy 5:**

Curriculum and Pedagogy - Teachers will align instructional materials and tasks, demonstrate knowledge of content, use multiple strategies of discipline-specific teaching approaches, differentiate instruction for students, and use scaffolds to support student learning.

Category: Learning Support Systems

Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and diverse strategies for teaching and learning should be implemented to maximize teaching and learning at CMS.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

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Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

### Strategy 6:

Professional Collaboration and Communication - Teachers will communicate and collaborate with other professionals, as well as with parents and the community to improve student learning. Teachers will use multiple tools of communication with parents and students to inform them of student progress.

Category: School Culture

Research Cited: According to the following research: <http://www.aft.org/sites/default/files/periodicals/rubinstein.pdf>, building partnerships will help strengthen school improvement.

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Communication within the school community about student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Ethics and advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

**Goal 5: All CMS students will demonstrate growth in science.**

**Measurable Objective 1:**

85% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, 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 behavior of increased understanding of science concepts in Science by 06/28/2019 as measured by local assessments.

**Strategy 1:**

Purpose - Clare Middle School will set a clear, meaningful course for student learning.

Category:

Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding."

Moss, C., & Brookhart, S. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

Tier: Tier 1

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Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Design of performance task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Communication of learning target(s)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
Activity - Success criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 2:**

Student Engagement - Engaging students will encourage substantive, intellectual thinking.

Category:

Research Cited: "Autonomy support can be manifested in the classroom in at least 3 distinct ways: organizational autonomy support (e.g., allowing students some



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decision-making role in terms of classroom management issues), procedural autonomy support (e.g., offering students choices about the use of different media to present ideas), and cognitive autonomy support (e.g., affording opportunities for students to evaluate work from a self-referent standard). We offer vignettes of teachers in their classes to illustrate our proposition that autonomy support may be carried out on several planes and may produce different outcomes. Whereas organizational autonomy support may encourage a sense of well-being and comfort with the way a classroom functions and procedural autonomy support may encourage initial engagement with learning activities, cognitive autonomy support may foster a more enduring psychological investment in deep-level thinking."

Candice R. Stefanou, Kathleen C. Perencevich, Matthew DiCintio & Julianne C. Turner

pages 97-110

Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Other	CMS Staff

Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Capitalizing on students' strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Opportunity and support for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Student talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	CMS Staff
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**Strategy 3:**

Assessment for Student Learning - Ongoing assessment will be used to shape and individualize instruction.

Category:

Research Cited: 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).

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Tier: Tier 1

Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration

Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	No Funding Required	Clare Middle School Staff and Administration

Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

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Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

### Strategy 4:

Classroom Environment and Culture - Clare Middle School will work to maintain and improve a positive school climate and culture to promote student success.

Category: School Culture

Research Cited: Research shows there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate. [https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803\\_4?journalCode=hepc20](https://www.tandfonline.com/doi/abs/10.1207/s1532768xjepc0803_4?journalCode=hepc20)

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
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Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Other	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 5:**

Curriculum and Pedagogy - Teachers will align instructional materials and tasks, demonstrate knowledge of content, use multiple strategies of discipline-specific teaching approaches, differentiate instruction for students, and use scaffolds to support student learning.

Category: Learning Support Systems

Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and diverse strategies for teaching and learning should be implemented to maximize teaching and learning at CMS.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
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Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

**Strategy 6:**

Professional Collaboration and Communication - Teachers will communicate and collaborate with other professionals, as well as with parents and the community to improve student learning. Teachers will use multiple tools of communication with parents and students to inform them of student progress.

Category: School Culture

Research Cited: According to the following research: <http://www.aft.org/sites/default/files/periodicals/rubinstein.pdf>, building partnerships will help strengthen school improvement.

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Communication and collaboration with parents and guardians</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Communication within the school community about student progress</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Support of school, district and state curricula, policies and initiatives</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff
<b>Activity - Ethics and advocacy</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	No Funding Required	CMS Staff

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Activity - Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two science teachers will attend the Michigan Science Teachers Association Conference, Next Generation Science Standards training. to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1558	Title I Schoolwide	CMS Staff

  

Activity - Health Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will attend the Michigan Model for Health Training.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$344	Title I Schoolwide	CMS Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Two staff members will attend the AdvancedEd school improvement conference in the fall of 2017	Professional Learning	Tier 1	Monitor	08/23/2017	06/28/2019	\$1404	CMS Staff and Administration
Professional Development	Two staff members will attend the AdvancEd fall conference in 2018	Professional Learning	Tier 1	Monitor	08/23/2017	06/28/2019	\$1404	CMS Staff and Administration

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Engagement Attendance Support	The Dean of Students will work with teachers, administrators, and truancy officers to monitor student attendance. The Dean will establish positive relationships between the school, student, and home in an effort to improve attendance of all students, leading to improved tier 1 instruction outcomes.	Parent Involvement	Tier 1	Implement	01/22/2018	06/12/2020	\$31841	Dean of Students, Director of State/Federal Programs

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff



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Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Capitalizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Student talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Success criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

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Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication of learning target(s)	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication of learning target(s)	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication of learning target(s)	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Perception Surveys	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.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff and Administration
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

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Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Student talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Success criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Capitalizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Capitalizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

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Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Teacher knowledge and content	Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Capitalizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff



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Clare Middle School

Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Parent School Improvement Meetings	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.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff and Administration
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

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Clare Middle School

Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Communication	Clare Middle School will communicate with parents using power school, school messenger, Facebook, web site, report cards, progress reports, student planners, NWEA progress, Remind, Class Dojo, and newsletters to keep them up to date with activities ongoing in the school as well as student progress.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff and Administration
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Success criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

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Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Collection systems for formative assessment data A	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Communication	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Success criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Communication of learning target(s)	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	Clare Middle School Staff and Administration
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Communication	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff

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Clare Middle School

Parent Involvement Plan development and implementation	Clare Middle School will develop, document, implement and communicate the parent involvement plan at the beginning of the 2013 - 2014 school year.	Parent Involvement	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff and Administration
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Other	Tier 1	Monitor	08/28/2017	06/28/2019	\$0	CMS Staff

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Health Professional Development	Two teachers will attend the Michigan Model for Health Training.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$344	CMS Staff
Language Arts Professional development	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.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1674	CMS Staff and administration



**2018 - 2019 School Improvement plan**

Clare Middle School

Reading Intervention Assistance	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 small groups and will be pulled out in the course of the normal schedule to work on intervention strategies to help them get to grade level in the area of reading.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/28/2019	\$18000	CMS Staff and Administration
Science Professional Development	Two science teachers will attend the Michigan Science Teachers Association Conference, Next Generation Science Standards training, to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1558	CMS Staff
Professional Development	Three teachers will attend the MI Google Conference to implement differentiated instruction.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$1482	CMS Staff
Language Arts Professional development	One language arts teacher will attend the Michigan World Language Association Conference to learn strategies to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$739	CMS Staff and administration
Math Intervention Assistance	Clare Middle School will hire one Title I intervention instructor to provide specific instruction in the area of math. Students will be selected based on assessment scores and grades. Students will utilize the Exact Path program to aid in their learning of the curriculum. Students will be pulled out during their normal school day when they are scheduled to have an activity class to provide them time during the day to work on intervention strategies to help them get up to grade level in the area of math. The school will purchase the Exact Path program.	Academic Support Program	Tier 2	Monitor	09/05/2016	06/28/2019	\$28000	CMS Staff and Administration
Professional Learning	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.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$1000	CMS Administration
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.	Professional Learning	Tier 1	Monitor	08/29/2016	06/28/2019	\$700	CMS Staff and administration
Social Studies Professional Development	Two social studies teachers will attend the Michigan Council for the Social Studies Conference to learn strategies to implement differentiated instruction and blended learning.	Professional Learning	Tier 1	Implement	08/29/2016	06/28/2019	\$1058	CMS Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff
Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/29/2016	06/28/2019	\$0	CMS Staff