



# **School Improvement Plan**

Clare Middle School

Clare Public Schools

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We continue to us assist for our goals and plans.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The School Quality Factors diagnostic was conducted in groups by the CMS to determine whether or not our selections should remain at the previously ranked levels, or whether they should be adjusted based on improvements and changes in our school. The School Improvement Team, consisting of department chairs and the building school improvement chair, then met to compile the group's responses and make any adjustments accordingly.

In addition, the staff worked in groups to analyze perception data from students, staff, and stakeholders to complete the School Quality Factors diagnostic.

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

The results of the School Quality Factors diagnostic indicated an overall positive perception of the policies, practices and conditions at CMS. While the results showed a high level of expectations for learning, resources for teaching and learning, and communication, there is room for improvement in collaboration among teachers and additional activities for higher achieving students.

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

Our school goals are directly connected to our teacher evaluation rubric. Goals are not only connected to the way our staff is evaluated, but also from the data from state and local assessments.

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

The goals address the proficiency of the whole school population on the state and local assessments. Strategies used to meet the goals address the needs of disadvantaged students, as outlined by the teacher evaluation rubric. These strategies include intervention, differentiated instruction, and lessons utilizing the Universal Design for Learning.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

The strategies in the schoolwide plan, which focus on helping all students reach the state's standards, include: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture.

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

New math materials were adopted during the 2016-17 school year, with the ALEKS program available for all students to work at their own pace to master skills. New ELA materials were adopted during the 2014-15 school year, with online components for all students. Teachers differentiate their instruction to accommodate the learning needs of students who excel in their content area.

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

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

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

The Intervention Program is a small group, which provides reading and math intervention for at-risk students in 5th-8th grades, using the ExactPath program, as well as other strategies.

Academic support is provided daily through para-professionals studying for tests, reading, etc. with individuals or small groups.

Special education coaching is in place to provide extra support for special education and at-risk general education students in all content areas.

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

Pre-and post-test scores, report card grades, NWEA goal scores, state assessment scores, individual formative and summative assessments, student goals, STAR, and AR scores are all used to determine whether students' needs are being met.

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**Component 3: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Approximately one-seventh of our teaching staff has changed for the 2018-19 school year due to retirements and several teachers taking new positions in other buildings or districts.

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

Of our 29 staff members, the average years of teaching is 15 years.

The number of years our staff has been teaching is broken down into the following categories:

0-5 years - 17%

6-10 years - 17%

11-15 years - 21%

16-20 years - 10%

21-25 years - 14%

26+ years - 21%

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

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

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

The district attracts new teachers by offering step incentives. Our district also maintains positive working relationships with local colleges and universities.

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

CMS does not have a high turnover rate.



## Component 5: High Quality and Ongoing Professional Development

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

Clare Public Schools is participating in a strategic process to help our system grow. We are working with the STRAT-OP program to improve our overall professional development plan, as both a school and a district as a whole.

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

The STRAT-OP plan professional development plan is determined by the team and will be ongoing with follow-through opportunities for all staff for years to come.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

## Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

Parents are involved in the evaluation of the plan through the parent perception survey. Parent input was collected through the survey at parent teacher conferences and has been used to evaluate the plan throughout the year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

To coordinate, communicate, and implement parent involvement programs, information is readily available via: Power School, the Clare Public Schools website, the Clare Middle School website, the Clare Middle School Facebook page, report cards, interim progress reports, school messenger system, parent email communication, Remind or similar school/home communication apps, and the use of Google Classroom.

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

The parent involvement component of the school improvement plan will be evaluated through the use of surveys, parent attendance at parent teacher conferences, and parent correspondence via email, phone, face-to-face meetings, Facebook, parent Power School login counts.

# School Improvement Plan

Clare Middle School

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## 7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation will be used to determine the effectiveness of the initiatives. We are continuing to work to incorporate more support from parents and provide more opportunities for parents involvement.

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

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

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

Clare Middle School is not an elementary school.

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

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

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

## 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school sends all parents interim progress reports four times per year, report cards four times per year, NWEA results for math and language arts three times per year and the school is transitioning into a new cross-curricular reading program. Parents also have constant access to student progress on Power School. Google Classroom also provides parents with regular information about students' academic progress.

## **Component 7: Preschool Transition Strategies**

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

Clare Middle School does not connect with preschool age children. Clare Middle School services students in grades 5-8, who range in age from 9 to 15 years.

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

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

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

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

Teachers work collaboratively in vertical teams and horizontal teams, as well as focused professional development meetings, in order to synthesize student achievement data to determine gaps in learning and strategies to improve all student academic achievement.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

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

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

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

Students who are identified as not demonstrating proficiency on state assessments immediately qualify for interventions.

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

Teachers are implementing the use of UDL lesson plans to address the learning needs of all students.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

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

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

Title I funds will be used for the following school wide components: strategies to increase parental involvement, and coordination and integration of federal, state, and local resources. The following programs will use Title I funding: lunch program, anti-violence program, homeless assistance programs, intervention, ILC and PBIS.

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

State Education Agency programs: 31A

Federal programs: Title I, Title II, Title VI, Mickinney Vento Homeless Act, Special Education, Responsible Thinking Process, Response to Intervention, PBIS

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

Title I funds will be used for the following school wide components: strategies to increase parental involvement and coordination and integration of federal, state, and local resources. The following programs will utilize Title I funding: interventions, RTC, and PBIS.

## **Evaluation:**

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

The Clare Middle School staff conducted the School Quality Factors as a whole staff with recommendations from the School Improvement Team. This self-assessment review focused our attention to data, climate, curriculum, and helped CMS staff identify the gaps in learning that are occurring at Clare Middle School.

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

Using state assessment results, staff worked in both vertical and horizontal teams to focus on data, school climate, curriculum, and identified the gaps in learning that are occurring in Clare Middle School. Special attention has been given to students with special learning needs to determine whether their Student Learning Objectives have been met.

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

Through the analysis of data from the state assessment, NWEA, STAR, and locally developed assessments, the School Improvement Team can review the pertinent information from these sources and develop conclusions. Decisions can then be made in the evaluation of current programming for our lowest achieving students.

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

The entire Clare Middle School staff, using suggestions from our external review, revise our school improvement plan on a yearly basis. Vertical and horizontal meetings also provide an opportunity to modify our focus.

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The School Quality Factors diagnostic was conducted as a school improvement team with representation from all grade levels and content areas. The school improvement team analyzed perception, achievement and demographic data to complete the School Quality Factors diagnostic.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Student data from Power School, as well as NWEA and STAR assessment data, is used to identify students who are failing or most at risk of failing. This data is reviewed three times per year and is also used to exit students from the program. Data is kept by the administration, grade level teachers, and interventionist.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

For all grade levels, data is analyzed to identify the lowest general education students through their NWEA and STAR scores. Students with the lowest assessment scores and failing grades in their classes are identified for recommendation for Title I programs.

### **4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

CMS does not have preschool through grade 2.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Intervention classes have been provided for eligible students.

Intervention classes are offered for 8-10 students, per grade level, during a non-core class time for students to receive additional instruction in the areas of math and reading to help close the existing gaps in those areas.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

The programs take place within the regular school hours and students do not miss other core classes to take part in them. Students still attend their regularly scheduled core classes and still receive the benefits of these programs.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Intervention classes help students reach the State's standards in the four core curriculum academic areas. Intervention classes primarily focus on the areas of math and Language Arts.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Clare Middle School utilizes the University of Washington Center for Educational Leadership 5D+ Rubric for Instructional Growth and Teacher Evaluation. This rubric is research-based and is implemented by all staff members at CMS in their teaching and evaluation to improve student achievement in all areas.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The intervention program is working to close the gap for lower achieving students. Some students have exited out of the program at the end of the semester by monitoring NWEA, STAR, and course grades.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Students are not pulled from their regular classroom to receive instruction through extended learning opportunities. They take place during non-core class times or regular Pioneer Period times.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

The Title I staff communicates with the general education teachers to coordinate instruction and provide students with additional assistance on topics being taught in their core classes, along with closing the existing gaps. Decisions are made through communication between administration, staff, and the Title I staff in regards to student progress. Grades and assessment scores are re-evaluated each semester to determine which students will enter, exit, or remain in the program.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

CMS does not have kindergarten.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

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

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Not applicable

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD Plan

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## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved in the design of the program plan through their perception given in the stakeholder survey.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are invited to participate in the implementation of the program plan, but due to work schedules, cannot meet during school improvement meeting times.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are involved through the perception data they provide through the stakeholder survey.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

To coordinate, communicate, and implement parent involvement programs, information is readily available via: Power School, the Clare Public Schools website, the Clare Middle School website, the Clare Middle School Facebook page, the Clare Public Schools Facebook page, grade level content area brochures, report cards, interim progress reports, school messenger system, parent email communication, Remind/Class Dojo/other educational communication apps, and the use of Google Drive and Google Classroom.

### 5. Describe how the parent involvement activities are evaluated.

The parent involvement component of the school improvement plan will be evaluated through the use of surveys, parent attendance at parent teacher conferences, and parent correspondence via email, phone, face-to-face meetings, parent Power School log in counts, and parent use of communication apps.

### 6. Describe how the school-parent compact is developed.

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

## School Improvement Plan

Clare Middle School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

The school sends all parents interim progress reports four times per year, report cards four times per year, NWEA results for math and language arts three times per year, as well as STAR results and reports. Parents also have constant access to student progress on Power School. Power School has also been updated, allowing teachers to add links and send emails to parents and students.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	CMS does not have a separate Title I Parental Involvement Plan, however approximately three-fourths of our students qualify under Title I, so most students are included under the Parental Involvement Plan CMS has in place.	

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

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

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

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

State Education Agency programs include: 31A

Federal Programs include: Title 1, Title 2, Title 6, McKinney Vento Homeless Act, Special Education, Response to Intervention

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Each semester, student data from Power School, NWEA and STAR assessments are reviewed by staff and administration to determine which students remain and which students are able to exit the program.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

At the conclusion of the 2015-16 school year, it was determined that there was a need for a math component in the intervention program at CMS based on NWEA and Power School data. These changes were put in place for the 2016-17 school year, addressing both math and language arts in our intervention program.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

All teachers are highly qualified in their academic area and differentiate instruction. The general education teacher communicates with the intervention specialist to help close the learning gaps within students.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

As a staff and school improvement team, we formally evaluate one of our Title I programs through the Program Evaluation diagnostic. Additionally, we analyze the achievement data for all programs and make changes to meet the needs of the students.

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

CMS staff analyzes NWEA and STAR assessments, as well as student data in Power School, to evaluate results of the program.

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

After NWEA and STAR assessments are administered and data is analyzed, students no longer in the bottom 10% exit the program and students within the bottom 10% either remain in or enter the program.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The plan changes annually as students and students' needs change, along with the financial resources available.

# **2019 - 2020 School Improvement Plan**

## Overview

### Plan Name

2019 - 2020 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: 3 Activities: 4	Organizational	\$1000
2	All CMS students will demonstrate growth in math.	Objectives: 1 Strategies: 6 Activities: 36	Academic	\$76100
3	All CMS students will demonstrate growth in social studies.	Objectives: 1 Strategies: 6 Activities: 33	Academic	\$4800
4	All CMS students will demonstrate growth in reading.	Objectives: 1 Strategies: 6 Activities: 38	Academic	\$79100
5	All CMS students will demonstrate growth in science.	Objectives: 1 Strategies: 6 Activities: 35	Academic	\$7158
6	All CMS students will be provided with the knowledge and skills for success in making post-secondary college and career choices.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

## 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	06/30/2020	\$1000	Title I Schoolwide	CMS Administration

### Strategy 2:

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

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$0	No Funding Required	CMS Staff and Administration

### Strategy 3:

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	06/30/2020	\$0	No Funding Required	CMS Staff and Administration

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	06/30/2020	\$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 06/30/2020 as measured by NWEA.

## School Improvement Plan

Clare Middle School

### 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	06/30/2020	\$30000	Title I Part A	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
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	06/30/2020	\$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	06/30/2020	\$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

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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>
Middle School math teachers will work with other math teachers and RESD coaches as part of a math networking series provided at the CGRES D	Professional Learning	Tier 1	Implement	07/01/2019	06/12/2020	\$1000	Title II Part A	Math Teachers, Admin, K-12 Instructional Coach

### 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 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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Clare Middle School

Two staff members will attend the AdvancedEd school improvement conference in the fall of 2019	Professional Learning	Tier 1	Monitor	08/23/2017	06/30/2020	\$1500	Title II Part A	CMS Staff and Administration
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Activity - Family Engagement Attendance Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, Academic Support Program	Tier 1	Monitor	01/22/2018	06/12/2020	\$40000	Title I Part A	Dean of Students, Admin, 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

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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	Clare Middle School Staff and Administration

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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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## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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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## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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
Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	\$1800	Title II Part A	CMS Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1		08/20/2018	06/30/2020	\$1800	Title II Part A	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 06/30/2020 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

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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

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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."

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff
Activity - Student talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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 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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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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## School Improvement Plan

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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	08/29/2016	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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

<b>Activity - Collaboration with peers and administrators to improve student learning</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>
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## School Improvement Plan

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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	08/29/2016	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	08/29/2016	06/30/2020	\$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>

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$0	No Funding Required	CMS Staff
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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	06/30/2020	\$1200	Title II Part A	CMS Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	Title II Part A	CMS Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1	Monitor	08/20/2018	06/30/2020	\$1800	Title II Part A	CMS Staff

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

### 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 the NWEA by the spring assessment in Reading by 06/30/2020 as measured by assessment results.

### Strategy 1:

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

## School Improvement Plan

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### 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	06/30/2020	\$2000	Title II Part A	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	06/30/2020	\$1000	Title II Part A	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	06/30/2020	\$1000	Title II Part A	CMS Staff and administration

Activity - Reading Intervention Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2020	\$30000	Title I Part A	CMS Staff and Administration

Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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 AdvancEd fall conference in 2019	Professional Learning	Tier 1	Monitor	08/23/2017	06/30/2020	\$1500	Title II Part A	CMS Staff and Administration

Activity - Family Engagement Attendance Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	\$40000	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

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	06/30/2020	\$0	No Funding Required	Clare Middle School Staff and Administration

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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: 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
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## School Improvement Plan

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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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Learning routines</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Use of learning time</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Student status</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Norms for learning</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>
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	06/30/2020	\$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  
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Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff

## School Improvement Plan

Clare Middle School

### 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	06/30/2020	\$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	06/30/2020	\$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	08/28/2017	06/30/2020	\$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

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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>
Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	Title II Part A	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>
Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1		08/20/2018	06/30/2020	\$1800	Title II Part A	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 06/30/2020 as measured by local assessments.

### Strategy 1:

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

Category:

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Monitor	08/29/2016	06/30/2020	\$1600	Title II Part A	CMS Staff, Admin

### 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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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 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	06/30/2020	\$0	No Funding Required	Clare Middle School Staff and Administration

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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
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## School Improvement Plan

Clare Middle School

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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Learning routines</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Use of learning time</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Student status</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>
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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Norms for learning</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>
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	06/30/2020	\$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

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## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff

## School Improvement Plan

Clare Middle School

### 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	06/30/2020	\$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	06/30/2020	\$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	08/28/2017	06/30/2020	\$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

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$0	No Funding Required	CMS Staff
<b>Activity - Science 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 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	06/30/2020	\$1558	Title I Schoolwide	CMS Staff
<b>Activity - Health 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 teachers will attend the Michigan Model for Health Training to improve instruction in the area of health and science.	Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$400	Title II Part A	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>
Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	Title II Part A	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>

## School Improvement Plan

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Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1	Monitor	08/20/2018	06/30/2020	\$1800	Title II Part A	CMS Staff
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## Goal 6: All CMS students will be provided with the knowledge and skills for success in making post-secondary college and career choices.

### Measurable Objective 1:

achieve college and career readiness to create a plan for students as they transition to high school by 06/30/2020 as measured by an EDP by all students.

### Strategy 1:

Embedded classroom lessons and activities that align career with student interests - Students explore and investigate Michigan's 17 Career Clusters to discover which pathway and careers best align with their interests. Through embedded classroom lessons and activities, students start to develop an Educational Development Plan (EDP) and a Talent Portfolio. Career information and post-secondary education data are included within the planning process. During Career Exploration, course selections, investigation of multiple pathways, and refining of the EDP occurs.

Category: Career and College Ready

Research Cited: Barack, Lauren. "Career Planning Helps Middle-Schoolers Prepare for the Future." Education Dive, 19 Dec. 2018, [www.educationdive.com/news/career-planning-helps-middle-schoolers-prepare-for-the-future/544476/](http://www.educationdive.com/news/career-planning-helps-middle-schoolers-prepare-for-the-future/544476/).

Tier: Tier 1

Activity - Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career Cruising to help discover appropriate careers for their interests and skills.	Career Preparation /Orientation	Tier 1	Monitor	08/27/2018	06/30/2020	\$0	Other	CMS Staff and Administration

Activity - College and Career Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents are encouraged to attend the annual College and Career Night at Clare High School.	Career Preparation /Orientation	Tier 1	Monitor	08/27/2018	06/30/2020	\$0	No Funding Required	CMS Staff and Administration

## School Improvement Plan

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Activity - Reality Store	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 8th grade participate in a "reality store" which includes an active, hands-on, real-life simulation, to provide students the opportunity to explore career opportunities, and make lifestyle and budget choices similar to those adults face on a daily basis.	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	No Funding Required	CMS Staff, Admin, Career Navigator
Activity - Educational Development Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grade 7 develop an EDP, under the supervision of a school counselor, to include career goals, education/training goals, career awareness and exploration and work-based learning. The EDP is then reviewed and refined in 8th grade and high school.	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	No Funding Required	CMS Staff, Administrator, School Counselor, Career Navigator
Activity - Career Navigator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Career Navigator, provided by the RESD and funded through Michigan Works, will work with middle school students on Educational Development Plans, Career Cruising for 7th and 8th graders, and help facilitate the reality store.	Career Preparation /Orientation	Tier 1	Implement	04/01/2019	06/12/2020	\$0	Other	Suzanne Sundberg - Career Navigator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff
Reality Store	Students in 8th grade participate in a "reality store" which includes an active, hands-on, real-life simulation, to provide students the opportunity to explore career opportunities, and make lifestyle and budget choices similar to those adults face on a daily basis.	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	CMS Staff, Admin, Career Navigator

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$0	Clare Middle School Staff and Administration
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	06/30/2020	\$0	CMS Staff
College and Career Night	Students and parents are encouraged to attend the annual College and Career Night at Clare High School.	Career Preparation /Orientation	Tier 1	Monitor	08/27/2018	06/30/2020	\$0	CMS Staff and Administration
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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	08/28/2017	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	Clare Middle School Staff and Administration

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	Clare Middle School Staff and Administration
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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff and Administration
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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	08/29/2016	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	08/28/2017	06/30/2020	\$0	CMS Staff

## School Improvement Plan

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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	06/30/2020	\$0	CMS Staff and Administration
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	06/30/2020	\$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	08/28/2017	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$0	Clare Middle School 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	08/29/2016	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff

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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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	Clare Middle School Staff and Administration
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	06/30/2020	\$0	CMS Staff

## School Improvement Plan

Clare Middle School

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	06/30/2020	\$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	06/30/2020	\$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	06/30/2020	\$0	CMS Staff
Educational Development Plan	Students in grade 7 develop an EDP, under the supervision of a school counselor, to include career goals, education/training goals, career awareness and exploration and work-based learning. The EDP is then reviewed and refined in 8th grade and high school.	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	CMS Staff, Administrator, School Counselor, Career Navigator
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	06/30/2020	\$0	CMS Staff and Administration
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	06/30/2020	\$0	CMS Staff

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Clare Middle School

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	06/30/2020	\$1558	CMS Staff
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	06/30/2020	\$1000	CMS Administration

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Two staff members will attend the AdvancEd fall conference in 2019	Professional Learning	Tier 1	Monitor	08/23/2017	06/30/2020	\$1500	CMS Staff and 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	06/30/2020	\$1000	CMS Staff and administration
Health Professional Development	Two teachers will attend the Michigan Model for Health Training to improve instruction in the area of health and science.	Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$400	CMS Staff
Professional Development	Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1	Monitor	08/20/2018	06/30/2020	\$1800	CMS Staff
Professional Development	Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1		08/20/2018	06/30/2020	\$1800	CMS Staff
Professional Development	Two staff members will attend the AdvancedEd school improvement conference in the fall of 2019	Professional Learning	Tier 1	Monitor	08/23/2017	06/30/2020	\$1500	CMS Staff and Administration
Professional Development	Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	CMS Staff

## School Improvement Plan

Clare Middle School

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.	Curriculum Development, Professional Learning, Academic Support Program	Tier 1	Monitor	08/29/2016	06/30/2020	\$1600	CMS Staff, Admin
Professional Development	Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Professional Learning	Tier 1	Implement	08/29/2016	06/30/2020	\$1800	CMS Staff
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	06/30/2020	\$1200	CMS Staff
Professional Development	Middle School math teachers will work with other math teachers and RESD coaches as part of a math networking series provided at the CGRES D	Professional Learning	Tier 1	Implement	07/01/2019	06/12/2020	\$1000	Math Teachers, Admin, K-12 Instructional Coach
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	06/30/2020	\$1000	CMS Staff and administration
Professional Development	Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1	Monitor	08/20/2018	06/30/2020	\$1800	CMS Staff
Professional Development	Six teachers will attend the Googlefest one day Conference to implement technology strategies to support differentiated instruction, in all academic areas.	Professional Learning, Academic Support Program	Tier 1		08/20/2018	06/30/2020	\$1800	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	06/30/2020	\$2000	CMS Staff and administration
Professional Development	Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Curriculum Development, Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	CMS Staff
Professional Development	Six teachers will attend the MIGoogle one day Conference to implement technology strategies to support differentiated instruction.	Professional Learning	Tier 1	Monitor	08/29/2016	06/30/2020	\$1800	CMS Staff

# School Improvement Plan

Clare Middle School

## 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	\$40000	Dean of Students, Director of State/Federal Programs
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	06/30/2020	\$30000	CMS Staff and Administration
Family Engagement Attendance Support	The Dean of Students will work with teachers, administrators and truancy officers to monitor student attendance. The Dan 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, Academic Support Program	Tier 1	Monitor	01/22/2018	06/12/2020	\$40000	Dean of Students, Admin, Director of State/Federal Programs
Math Intervention Assistance	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	06/30/2020	\$30000	CMS Staff and Administration

## Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Cruising	Students will complete Career Cruising to help discover appropriate careers for their interests and skills.	Career Preparation /Orientation	Tier 1	Monitor	08/27/2018	06/30/2020	\$0	CMS Staff and Administration

**School Improvement Plan**

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Career Navigator	A Career Navigator, provided by the RESD and funded through Michigan Works, will work with middle school students on Educational Development Plans, Career Cruising for 7th and 8th graders, and help facilitate the reality store.	Career Preparation /Orientation	Tier 1	Implement	04/01/2019	06/12/2020	\$0	Suzanne Sundberg - Career Navigator
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