



School Improvement Plan

Clare Primary 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 2018-2019 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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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 comprehensive needs assessment was an ongoing task. It was completed at staff meetings, with the school improvement team as well as the parent involvement team meetings. Teachers, administrators, and parents were involved in this process. The team looked at Student Achievement Data, Perception Data, Demographic Data, and Process Data to analyze and measure the school's needs. The team compared the results and completed the profile and returned it to the staff and parents for review. Teachers met at concurrent times to discuss the results and also developed strategies and activities that can be conducted in classrooms to support the goals.

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?

Comprehensive Needs Assessment Summary

Demographic Data: Our building demographics include kindergarten through fourth grade, with a fall count of students 604 and approximately 57 staff members. There is an elementary school with grades K-4, a grades 5-8 middle school, and a 9-12 grade high school. Our free and reduced rate for the 2017-2018 February count is 48%. As of the fall count, there are 49% males and 51% female students, 6% of the students have an identified disability, 0% are migrant, while 0% of the student body are English Learners. The district has 92% Caucasian students and 3% with the Hispanic ethnicity.

Staff Perceptions:

Successes:

- Staff feels that we use multiple assessment measures to determine student's learning and school performance.
- Staff feels the schools maintains facilities that support student learning.

Challenges:

- School provides sufficient material resources to meet student needs.
- School ensures all staff members are trained in the evaluation interpretation and use of data.

Target Areas:

- More support services for students based on needs
- Provide professional development or opportunities for staff to understand the evaluation system and use of data.

Strategies:

1. Staff will utilize collaboration sessions to review local data results and reflect on them to develop instructional changes needed so support services are effectively utilized based on student needs.
2. Staff will participate in Professional Development that is developed by a Strategic Planning team with the staff's best interest in mind.

Parental Perceptions:

Successes:

- Parents feel that teachers report on their child in easy to understand language
- Parents feel that their child sees a relationship in what is being taught and his/her everyday life.

Challenges:

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- In general, they would like to see more opportunities of activities for students that interest them.

Target Areas:

- Providing opportunities for activities for students that interest them

Strategies:

1. Staff will create opportunities for students of all interests. Makers Space will continue next year to allow students to create and use their imagination outside of school hours. Staff will also meet to see what other opportunities could be created to offer these for students.

Student Perceptions:

Successes:

- Students feel that their teacher wants them to learn and do their best.

- Students feel that their teacher tells them when they do good work.

- Students feel very strongly that they are safe at school

- Students think there are plenty of books for them to read.

Challenges:

- Students feel their family knows how they do at school.

- Students treating adults with respect

Target Areas:

- Providing information to students that information is shared with parents

- Providing opportunities that promote being respectful for students.

Strategies:

1. Staff will be more conscious of making sure students are notified with information is sent home to parents about school work or opportunities at school for their family to attend.

2. Have assemblies that promote positive interactions with students.

School Systems Reviews: Staff completed the School Systems Review in February of 2017. Results are as follows:

Successes:

1. Standard 2: Indicator C: Instructional Design

2. Standard 2: Indicator E: Learning Environment

3. Standard 3: Indicator G: Assessment System

4. Standard 3: Indicator H: Shared Understanding

5. Standard 4: Indicator K: A Vision for Learning

6. Standard 5: Indicator N: Safe and Supportive Environment

7. Standard 8: Indicator U: Purposeful Planning

8. Standard 9: Indicator X: Cultural Responsiveness

9. Standard 10: Indicator Y: Learning Opportunities

Challenges:

1. Standard 2: Indicator F: Reflection

2. Standard 3: Indicator I: Data Analysis and Decision Making

3. Standard 5: Indicator O: Shared Leadership for Learning

4. Standard 8: Indicator V: Impact of Professional Learning

Target Areas:

1. Standard 3: Indicator J: Student Involvement in the Assessment Process

2. Standard 7: Indicator S: Collaborative Teams

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3. Standard 7: Indicator T: Collective Responsibility

Strategies:

1. Adding collaboration time to review data results to plan instructional changes and review and revise assessments as needed.

State Student Achievement:

In third grade math, students who were ED, 19 students scored Not proficient, 22 partially proficient, 19 proficient, and 3 advanced. Students who were Non ED scored, 9 not proficient, 19 partially proficient, 23 proficient, and 10 advanced.

In third grade reading, students who were ED, 20 students scored not proficient, 22 partially proficient, 17 proficient, and 4 advanced. Students who were Non ED scored, 10 not proficient, 18 partially proficient, 20 proficient, and 13 advanced.

In fourth grade math, students who were ED, 12 students scored not proficient, 33 partially proficient, <10 proficient, and <10 advanced. Students who were Non ED scored, 12 not proficient, 25 partially proficient, 25 proficient, and 8 advanced.

In fourth grade reading, students who were ED, 22 students scored not proficient, 12 partially proficient, 15 proficient, and 5 advanced. Students who were Non ED scored, 18 not proficient, 11 partially proficient, 15 proficient, and 26 advanced.

In fourth grade science, students who were ED, 27 students scored not proficient, 25 partially proficient, <10 proficient, and <10 advanced. Students who were Non ED scored, 25 not proficient, 30 partially proficient, <10 proficient, and <10 advanced.

Strategies and Goals based on State Student Achievement:

1. Collaboration time for staff to discuss and evaluate current reading and math assessments and plan instructional changes.
2. Parent Engagement activity for sharing reading and math strategies and provide an opportunity for them to learn ways to help their students at home.
3. Collaboration time for staff to discuss implementation progress of math intervention program.
4. Professional learning activity for staff to learn about the Next Generation Science Standards (NGSS) and how to implement

Local Student Achievement Data:

For the 2017 NWEA math test results there were:

Kindergarten:

In reading, students who were ED, scored an average of 147.4 while students who are non-ED scored an average of 150.6. This leaves a gap of 3.2.

First Grade:

In reading, students who were ED, scored an average of 170.6, while students who were non-Ed scored an average of 177.1. This leaves a gap of 6.5.

Second Grade:

In reading, students who were ED, scored an average of 187.6, while students who were non-ED scored 195.6. This leaves a gap of 8.

Third Grade:

In reading, students who were ED, scored an average of 193.0, while students who were non-ED scored 200.4. This leaves a gap of 7.4.

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Fourth Grade:

In reading, students who were ED scored an average of 196.8, while students who were non-ED scored an average of 206.7. This leaves a gap of 9.9.

For the 2017 NWEA reading test results there were:

Kindergarten:

In math, students who were ED scored an average of 148.5, while students who were non-ED scored 150.4. This leaves a gap of 1.9.

First Grade:

In math, students who were ED scored an average of 166.6, while students who were non-ED scored 172.5. This leaves a gap of 5.9.

Second Grade:

In math, students who were ED scored an average of 185.0, while students who were non-ED scored 190.6. This leaves a gap of 5.6.

Third Grade:

In math, students who were ED scored an average of 192.6, while students who were non-ED scored 200.2. This leaves a gap of 7.6.

Fourth Grade:

In math, students who were ED scored an average of 194.5, while non-ED students scored 206.7. This leaves a gap of 12.2.

For the 2016 NWEA reading test results there were:

Kindergarten:

In reading, students who were ED, scored an average of 145 while students who are non-ED scored an average of 150. This leaves a gap of 5.

First Grade:

In reading, students who were ED, scored an average of 165, while students who were non-Ed scored an average of 177. This leaves a gap of 8.

Second Grade:

In reading, students who were ED, scored an average of 184, while students who were non-ED scored 191. This leaves a gap of 7.

Third Grade:

In reading, students who were ED, scored an average of 192, while students who were non-ED scored 198. This leaves a gap of 6.

Fourth Grade:

In reading, students who were ED scored an average of 198, while students who were non-ED scored an average of 208. This leaves a gap of 10.

For the 2016 NWEA math test results there were:

Kindergarten:

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In math, students who were ED scored an average of 142, while students who were non-ED scored 148. This leaves a gap of 6.

First Grade:

In math, students who were ED scored an average of 167, while students who were non-ED scored 178. This leaves a gap of 9.

Second Grade:

In math, students who were ED scored an average of 188, while students who were non-ED scored 192. This leaves a gap of 4.

Third Grade:

In math, students who were ED scored an average of 192, while students who were non-ED scored 195. This leaves a gap of 3.

Fourth Grade:

In math, students who were ED scored an average of 200, while non-ED students scored 208. This leaves a gap of 8

Student Achievement: Staff determined the following as needs after reviewing both State and Local data.

1. There is a need for a consistent way to collect local science and social studies data and what is needed to be given as far as assessments.
2. There is a need to review and revise local assessments to include more rigor and assessment questions that align to the way they are asked on State assessments.
3. There is a need for Data meetings on Early Release with a protocol used by all staff when reviewing formative and summative assessment data.
4. There is a need for vertical alignment of core content strategies across all buildings.
5. There is a need to close achievement gaps in the following subgroups:
 - a. Economically Disadvantaged Students
 - b. Boys and Girls
6. There is a need for consistent basic math skill strategies in all math classes. (XtraMath was decided to be used for fact fluency practice)

Non-Academic Goal: Behavior

Behavior Goal will be a new goal starting the 2017-2018 school year to decrease the number of referrals for discipline, suspensions, and expulsions. Trend data shows high numbers of students (especially in Kindergarten of the 2016-2017 school year) being referred to RTP and the number continues to increase. Suspensions have also been increasing. There has not been an expulsion at the elementary level in the last three years though. Therefore, staff will be included in updating the behavior plan and activities for the 2017-2018 year school which includes:

1. Professional Learning for staff on Trauma in the Household
2. Collaboration time for staff to discuss the implementation of the behavior program and adjust challenge areas of implementation as necessary
3. Create a Code of Conduct to address behaviors in our building

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.

After conducting the Comprehensive Needs Assessment it became clear that we have a priority need to meet our subgroup of economically

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disadvantaged students, or our at-risk students. We have added a second objective to each of our goals to address this subgroup. We are committed to the success our Economically disadvantaged students by offering behavioral and academic supports and conducting professional learning related to at-risk learners.

Academic intervention for students at Clare Primary is provided through a combination of a push-in and pull -out program. The teachers have identified lists of students, based on data, that are pulled for specific Tier II and Tier III intervention as part of the school's Response to Intervention model. Title I groups are flexible as part of a school wide school framework for providing academic services. Two full time and seven part-time Title I paraprofessionals and three Academic Interventionists work directly with the Title I Literacy Coach and classroom teachers to provide services to students.

Benchmark assessments and state assessment data are used in core content areas to determine Title I eligibility. At least three sources of assessment data are used in the identification process. Classroom teachers are responsible for administering assessments. Classroom teachers and the Title I Literacy Coach work together to review data and identify students for intervention. Teachers use a variety of tools to obtain more information and progress monitor achievement of identified students. Classroom teachers are responsible for progress monitoring all students, and the Title I paraprofessionals provide an "additional dose" of intervention for those identified. In this way, Title I services are truly supplementary.

Classroom teachers meet with grade levels regularly to plan services and review assessment data. Grade level data meetings focus on benchmark and classroom assessment data. Teachers categorize students based on assessment data to make decisions about student intervention. Student assessment data is sorted by proximity to assessment cut scores. Data is color coded to ease organization and identification. Green= proficient, Yellow= in need of intervention, and Red= in need of immediate intervention. Title I services are provided for students who are in the yellow or red categories.

The content areas that are a priority need are math, science and writing. Some significant program changes are underway to address the needs in both areas.

Our mathematics goal in our School Improvement Plan directly outlines the ways that we are addressing the needs of our students in math. In math Clare Primary is using supplemental math activities to help differentiate instruction for our at-risk students. Teachers are also required to teach at least 10 minutes of daily fact practice building-wide. In grades 2-4, students who are identified from their NWEA, at-risk, receive pull-out math intervention. Families are engaged by being invited to our Family Math and Literacy events that happen throughout the school year. We are using data to drive instruction (using local assessments and NWEA) and progress monitoring our struggling students throughout the year. Small group support is offered to students which may include reteaching core concepts, additional fact practice, enrichment activities, and additional and timely tiered supports. For added support in our math area, we are implementing the Math Intervention program Numbers World for all students K-4 next school year (2017-2018).

To address our needs in writing the staff at Clare Primary have outlined specific strategies and activities in our School Improvement Plan. After beginning Thinking Maps Writing (Narrative) last year, we plan to continue with the program and go into expository writing using Thinking Maps next year. Explicit writing instruction is also taking place across the curriculum. Staff will receive Professional Development in Thinking Maps Expository writing with a plan to finish the program next year.

Science, Social Studies, and Reading are goal areas as well for Clare Primary School. We have strategies and activities to continue to support our students in these content areas as well.

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?

In each goal/content area, we have two objectives: one that will focus on helping all students reach the state standards, and one objective that will focus on our most at-risk group, our economically disadvantaged students. For example, to increase the focus on helping all students, strategies such as class size reduction, data collection and analysis, math interventions and enrichment through technology, math fact practice, differentiation of classroom lessons, including utilizing technology for that purpose, a focus on engagement, also using

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technology, small group support, and professional development were included in goal areas. Uninterrupted instruction time in science and social studies are also included. To focus on the children who are disadvantaged, namely our economically disadvantaged students, we created a second objective. This objective included strategies to support these learners to be successful in an academic setting. These strategies include behavior support through the Capturing Kids hearts Program, a Social Worker, Love and Logic training for parents of at-risk students, and the WATCH D.O.G.S program.

Component 2: Schoolwide Reform Strategies

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

Clare Primary School staff is committed to the use of data to measure student achievement. With this focus in mind, our staff has chosen to use the Response to Intervention Model to guide our instruction, common assessments in writing, science and social studies to show student achievement and growth throughout the school year. Specific strategies to help our students are described below by content area:

Reading/Writing: An assessment calendar will continue to be used and followed to monitor reading progress of all students. In reading, all students will be assessed using DIBELS and NWEA, as well as DRA (K-1), and STAR (2-4). A literacy and writing block are also used to deliver quality and effective tier one instruction. All students are invited, along with their families, to family engagement activities to support parents and family members working at home with their students on reading strategies. All students benefit from the professional development attended by staff; staff come back from PD and present pertinent information to the rest of staff. All students are given a common writing assessment three times per year to monitor their progress.

Math: An assessment calendar will continue to be used and followed to monitor math progress of all students. In math, all students will be assessed using NWEA, a universal math screener, as well as common math assessments. All students will continue receive ten minutes of daily math fact practice using technology and research based instructional strategies. Staff will attend math professional development and report back learning to staff. All parents and families are invited to the yearly math and literacy night. Additionally, all staff members will differentiate their instruction for math students using instructional approaches and technology.

Science: All students will receive instruction on reading science materials using strategies that explicitly teach informational materials. Additionally, all students in K-2 will be taught science in uninterrupted blocks of 15-30 minutes 6-8 times (for each subject) each month. All students 3-4 will be taught science in uninterrupted blocks of 20-45 minutes 6-8 times (for each subject) each month. Staff will be offered collaborative planning time for creating alignment documents which will address tier one instruction in the area of science.

Social Studies: All students will receive instruction on social studies materials using strategies that explicitly teach informational materials. Additionally, all students in K-2 will be taught social studies in uninterrupted blocks of 15-30 minutes 6-8 times (for each subject) each month. All students 3-4 will be taught social studies in uninterrupted blocks of 20-45 minutes 6-8 times (for each subject) each month. Staff will be offered collaborative planning time for creating alignment documents which will address tier one instruction in the area of social studies.

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).

Strategies and methods to increase the quality of instruction: Focus on sustained professional development, as well as ongoing data meetings to review what is working instructionally.

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

The needs assessment found that our subgroup that needs the most support at Clare Primary School is our economically disadvantaged students. The school-wide strategies to support these students are: School Social Worker, a "Watch D.O.G.S." program for parent involvement, and training for parents of at-risk students using.

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.

A strategy in the school-wide plan that provides a strong level of intervention for students who need the most instructional supports as well as supports progress for all students in Clare Primary School is differentiated instruction. Additionally, having literacy and math intervention blocks allows students to receive intensive small group support to close the achievement gap, as well as enrichment activities. Students who struggle to meet the standards are also identified and given access to an exclusive Summer Program based on student need. Explicit instruction of informational text features is another strategy that will provide an enriched and accelerated curriculum. Research also indicates that concept mapping helps at-risk students to make cross-curricular connections. Having these programs in place allows us to close the achievement gap prior to third grade to ensure all students are reading at grade level as required by the new third grade reading initiative.

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

As a tier two intervention, teachers will assist and re-teach struggling students within the classroom. Tier three interventions are small group support given by a variety of individuals, which provide a level of intervention for students who need the most support. These students are identified by assessment data. Priority is given to those students who are identified at-risk in all four content areas. Differentiation also supports students who need the most academic help. The use of technology for differentiation, as well as an engagement tool, will support these students. The connection between behavior and learning are well connected; several behavior supports are in place for those students who are at risk behaviorally and academically, namely: school social worker, the Capturing Kids Hearts program, and professional development training's for staff and parents.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	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?

The turnover rate for the 2017-2018 school year is three staff members. Two staff member left the district while the other was movement in grade levels. Any changes or hiring that will be done this year will stem from retirement, class size increase or movement between grade levels.

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

The following is a list of average number of years of teaching experience per grade level.

Kindergarten- 6.2

1st grade- 5

2nd grade- 7.6

3rd grade- 9.8

4th grade- 8.8

SE/Lit Coach- 2.2

Specials- 9.3

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

Clare Primary Schools does participate in programs through the ISD that enhances the instruction and supports the needs of new teachers in the classroom. There is a focus on mentoring new teachers, strong professional development, and a positive work environment. High quality teachers want to come to our district and stay here once they arrive. Additionally, many partnerships are developed with CMUs teaching program, which gets a high number of aspiring teachers into our schools. High teacher turnover rates are not an issue in this school.

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

Clare Public Schools has a new teacher mentoring policy where every new teacher is assigned a mentor until they have taught 3 years. Additionally, all buildings are affiliated with local universities to host student teachers each semester; the best of these are given interviews for jobs each year.

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?

N/A

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.

The CNA, and thus, the SIP, have identified various needs that lead to appropriate professional development in Clare Primary School. For the 2018-2019 school year PD will be focused on an all school plan. We are looking at focusing PD in three main areas: technology, reading, math, science, social studies. In these areas, we will focus on areas of need based on the CNA. One of these is looking into Essentials Literacy and using it in the classroom more.

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

At the beginning of the year the district created a limited number of PD focus areas for the district. The focus of Clare Primary School's PD for 2018-2019 will be supporting technology, reading, math, science, and social studies. We will be focusing on a whole school approach so that the primary, middle, and high school all have the same goals for PD. Once established we will continue to use the CNA and the needs of the building to present PD based on needs and areas of focus for the school.

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

Component 6: Strategies to Increase Parental Involvement

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

We have created a Parent Involvement Team to involve parents in the design of the school-wide plan. This team of parents meets to discuss and provide input on student-parent compact, school improvement plan, as well as other areas of concern and/or need. Parents also take various surveys throughout the year at family engagement events. This perception data is studied when designing the School Improvement Plan and Title I programming needs. We have also invited a parent to be apart of our School Improvement Team.

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

Parents were consulted when designing the School Improvement Plan and throughout the year the Parent Involvement Team met to make revisions and to review the implementation of the current plan. Additionally, families were invited to participate in literacy and math events with their children. The fall and spring events included preschool students through fourth grade. At each of these events perception data is collected from parents to help guide our implementation and evaluation of the Plan.

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

Parents and stakeholders provide valuable perception data multiple times throughout the school year. One opportunity is at the Family Math & Literacy Events. Surveys and questionnaires will be used with parents, stakeholders, and staff to evaluate the effectiveness of the parent involvement programs. The results are then distributed to the staff and parents.

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		Parent Involvement Plan

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

N/A

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

Clare Primary staff, specifically the School Improvement team consisting of the Grade-level chairs looks at the Parent Involvement Component and discuss revisions and additions.

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

Using the four data types, perception, demographic, achievement, and program/process data the staff and stakeholders revise and edit the current School Improvement Plan. This is completed throughout the meetings of the Parent Involvement Team that meets quarterly.

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

The school-parent compact was developed with Parent Involvement Team in the Fall of 2012. The team discussed revisions and necessary changes to the compact. At the first parent involvement meeting of the year this compact is then reviewed and evaluated to make sure it fits the needs of the staff and stakeholders. This compact is then signed by parents at Parent-Teacher conferences in the fall.

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

The parent compact is discussed with parents at the parent teacher conferences in the fall. The classroom teacher sits down and reviews the policies and expectations that he/she will adhere to throughout the school year, afterwards the parents and students both review their expectations and the compact is signed by all three parties. This compact has the potential to open up lines of communications and dialogue pertaining to the educational experience of the students.

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

N/A

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

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

Each grade level is responsible for sending home assessment results letters to families. These letters may include NWEA, STAR, DRA, DIBELS Next, and M-Step parent letters. The letters that are drafted are worded in parent-friendly language, at parent-teacher conferences the results are discussed face-to-face, the assessment letters contain graphs and tables for ease of understanding, there are translated assessment letters that are available, and meetings of IEPs are scheduled to accommodate parents.

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 Primary School connects with preschool age children in several ways throughout the school year. To begin with, all preschool age children from local preschools are invited to our literacy and math family nights. Special rooms are set up with age appropriate activities, and all preschool ages students receive a free book from us at the end of the night. We extend written invitations to all local preschool students, and have advertisements so that students who are not enrolled in preschool can also be notified. Additionally, all preschool age students are invited on a spring tour of the school. The tour is personally given by the building principal, and the primary school pays to bus all preschool students over during their school day. In the spring, all parents of preschool age students are invited into the school to learn about the kindergarten program; at this meeting, several materials to support their students are handed out so the students can work on skills with their parents over the summer. Teachers of the preschool-aged children and the kindergarten teachers hold an annual transition meeting to discuss the Kindergarten expectations

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?

At the spring parent meeting, the principal and kindergarten teachers give out samples of curriculum and work that will guide them in supporting their child for kindergarten readiness. The school also provides information on what their child should know and work on in order to be ready for kindergarten. We inform the parents about what students will learn their first year in school, and give them resources to support their child over the summer.

At Literacy Night, we also train parents on strategies to help their students with reading and math skills. There are room specific to the learning needs of preschool age students.

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 are encouraged to participate in the decision making process at all levels of the district. They participate through school improvement team meetings and staff meetings for the development of curriculum alignment documents and assessments. Time is given at staff meetings and grade level meetings to review assessments and the progress of interventions. All staff was trained in DIBELS Next in the Fall of 2011. NWEA training began for all staff in the fall of 2012, was revisited in the winter of 2013, and reviewed at the PD during the end of the 2013 school year. Teachers were given several days of release time from their classroom to develop pacing guides and assessments that aligned to the common core standards. Staff are also asked to pilot any new assessment materials and give feedback to the school improvement or curriculum teams before anything new is adopted. 13 teachers piloted the new English Language Arts series that was implemented for the 2014-2015 school year. Discussion occurs each year on every level to see which assessments are still needed and useful. Staff are given assessment calendars ahead of time, and asked for feedback if adjustments are needed. Teachers participated in a math pilot in the 14-15 school year as well who gave input on which math curriculum to purchase. In the 15-16 school year, 2nd grade received the Math program "My Math", 3rd and 4th grade received it as well to implement in the 16-17 school year and funds are being looked at to use to purchase the program for K-1.

Any staff member is welcome to bring a concern over assessment to their grade level chair, who will then bring it to the school improvement team for discussion. If more discussion is needed, the item is put on a staff meeting agenda.

Staff members were also given a survey on PD they would like to see for the following school year.

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

In previous years, data meetings were held to look at data analysis. These were initially held as grade levels meetings, led by the building principal and literacy coach. These meetings were held soon after building level assessments were completed; three times the past year. The focus of these meetings were on DIBELS and NWEA data. The literacy coach uses this data with her team to determine which students are eligible for Title I services throughout the school year.

This information was then brought back to the grade level teams so that they could identify gaps and change their instruction.

Grade level meetings occur at least monthly. At these meetings, on every agenda, is discussion centered around current grade level common assessments. Discussion is centered around how students are performing on assessments, which classrooms seem to be thriving, and strategies that are helping students master the standards.

This year, our new Literacy Coach has met with each grade level to go over DIBELS results and make plans and accommodations based on results.

The literacy intervention team also progress monitor their students each week to ensure that the interventions are working. Conversation is on-going between the classroom teacher and the support staff so that it is know if intervention success is also being demonstrated within the classroom.

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.

In Reading students in grades kindergarten and first are given the DIBELS Next, NWEA, and DRA assessments at the beginning, middle and end of the school year. Students in Grades 2nd, 3rd and 4th are assessed using DIBELS Next, NWEA, and STAR at the beginning, middle and end of the school year.

We use multiple sources of data to identify students for our title 1 programming in reading. In the spring we identify students, using all 3 assessments, who will need additional support at the beginning of the 2018-2019 school year.

Kindergarten students will receive additional support in the classroom if they are intensive and/or strategic as identified by DIBELS Next, NWEA and DRA.

In first and second grade students who scored intensive or strategic in DIBELS and their NWEA data as well as reading level data will receive both Tier 2 as well as Tier 3 support.

Students in grades 3rd and 4th who are identified as intensive in DIBELS, NWEA, and STAR will receive Tier 2 and Tier 3 small group support from either the classroom teacher or title 1 support staff.

In addition to the ongoing identification of all of our students we also use our M-Step data to identify students who are not at the advanced and proficient levels.

Common grade level writing prompts and rubrics are used to identify students who are having difficulty meeting the State's academic standards in kindergarten through fourth grade.

In Math students kindergarten through 4th grade take the NWEA math test at the beginning, middle, and end of the school year. NWEA data, as well as common grade level math assessments, are administered each marking period and are used to identify students who are not meeting the standards. Common grade level assessments are also used to identify students.

All students kindergarten thru 4th grade are given common local assessments in both science and social studies. M-Step data from 4th grade Science and 5th grade Social Studies will also be analyzed.

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?

Kindergarten students who are identified as not meeting the State's academic achievement standards will receive additional support in their classroom from Title 1 staff September to January. After our mid year assessments are complete students who are identified as needing

support are serviced by our title 1 support staff using our leveled literacy intervention materials 5 days a week for 30 minutes sessions. Groups are created based on students skill level and need.

First and second grade students who are identified as not meeting the State's academic achievement standards in addition to Tier I support from their teacher using small group instruction receive Tier II support from support staff using our Leveled Literacy Intervention materials 5 days a week for 30 minute sessions. There are no more than 3 students in each group. Groups are created based on students skill level and need. Some students will receive One-minute Reader, HeadSprouts, or Lexia instead of Leveled Literacy Intervention.

Students in grades kindergarten and 1st grade who are identified as not meeting the State's academic achievement standards in math are using Dreambox in the classroom. Students are working at their own unique level and progressing as they become proficient. Dreambox is a web based intervention that is taking place within the classroom. Identified students are working on Dreambox a minimum of 3 twenty minute sessions each week. Students in 2-4th grade who are not meeting the State's academic achievement standards in math are using Study Island with a math interventionist and in the classroom, some students are using Dreambox and/or Khan Academy.

Students in grades kindergarten to 4th grade who are identified as not meeting the State's academic achievement standards in Social Studies and Science are given priority for services in title 1 reading support as well. The use of nonfiction texts within our leveled literacy intervention program addresses this.

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

Students needs are being met in the classroom in a variety of ways. Teachers are engaging students in small group tasks, independent and whole class lessons. Within lessons, students are engaged in a various activities including hands on activities that will reach their different learning styles and needs. Lessons are meaningful and teach kids how specific skill are used in the real world each day. Technology is also being used in the classroom to differentiate lessons, but the limited availability of technology for all classrooms causes technology to not always be used in the classroom for this.

Classrooms are engaged in academic centers that are skill based and are aligned with the needs of each group. Students are independently reading at their own level. Students are also motivated to read by allowing choice in their independent reading.

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.

Federal resources, grants, and programs, such as Title I, IIA, and Title VI support the goals and strategies of the school wide plan through supplement staff (paraprofessionals, literacy coach), as well as materials and programs to support these staff members (Leveled Literacy Intervention kits, Headsprouts, take-home books). Technology and software for intervention and differentiation is supported through these funds in all grade levels. Professional development that support all goal areas are funded through Title IA, Title IIA, Title VI and general fund. Additionally, family engagement activities are supported through these resources, including family nights that support all goal areas. Additionally, parent training for parents of identified students supports all goal areas.

State resources grants, and programs, including 31a, support the achievement of the school wide goals in several ways. Specifically, staff to support our identified at-risk students in mastering the standards of each goal area are supported behaviorally through 31a and general funded positions. Responsible thinking coordinators, social workers, and interventionists support these students. 31a also support a class size reduction teacher in the first grade. This classroom has some of the most at-risk students in the grade level.

Local resources, grants and programs support the school wide goals through quality instruction and Highly Qualified teachers. Teachers differentiate for the needs of students in all content areas, and provide Tier 2 small group instruction for those students not meeting the standards.

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.

Title I:

Instructional Coach (1), Academic interventionist, Title 1 Paraprofessionals, supplies and materials, software to support differentiation, parent involvement/family engagement activities, professional development, Summer Program (Kids Read Now), book study, Dean of Students

Title IIA:

Instructional Coach (1), Professional development

At-Risk (31a):

Responsible Thinking Coordinator, Social Worker, Supplies and Materials, 2 class-size reduction teachers

Title VI:

Technology, professional development

1. CNA: Title IA and general fund

2. Reform: Title IA, 31a, Title IIA, general fund, Title VI

3. HQ Staff: Title IA, Title IIA, 31a, general fund

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- 4: HQ Staff: Title IA, Title IIA, 31a, general fund
- 5: PD: Title IA, Title IIA, Title VI and general fund
- 6: Parent Involvement: Title IA and general fund
- 7: Preschool: general fund, Title IA
- 8: Assessment: general fund, Title IA, Title IIA
- 9. Timely/Additional Assistance: Title IA, 31a, Title IIA, general fund, Title VI
- 10. Coordination: Title IA, 31a, Title IIA, general fund, Title V

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.

Clare Primary School has a nutrition program that supports free and reduced students. All students receive free breakfast at Clare Primary School. We work with the local agency to transition students from preschool to kindergarten.

Evaluation:

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

Clare Primary School evaluates the implementation of the school wide programs by conducting evaluations of the strategies and activities within the School Improvement Plan. These evaluations begin no later than January of the current school year, to evaluate that current year plan. Selected individuals from the School Improvement Team complete the evaluations. Parents are included in the School and District Improvement Teams. We use the "School Improvement Plan Evaluation Guide" to document evaluation and next steps which is then shared on a District level. Additionally, the program evaluations are discussed with the Parent Involvement Team which meets quarterly.

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.

When evaluating our school wide programs we use a variety of assessments both local and norm-referenced. These assessments include MEAP, NWEA, DIBELS Next, STAR, DRA, and other local assessments. Data is compared from each program against a control group to determine if the program being evaluated had a profound effect on student achievement. Additionally, we use perception data from stakeholders and parents to evaluate the programs. Results from these program evaluations are discussed at the Parent Involvement Team meetings as well as in the School Improvement Team Meetings.

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.

When analyzing the effectiveness of school-wide programs we look at data as well as engagement. The types of data that may have an impact are behavioral supports, perception, achievement, and engagement and motivational data supported by walk-throughs. Many of our school wide programs are targeted at our at-risk student population who are not meeting the state standards of achievement. The students who are part of the specific program are then compared to other students who do not receive those services of the program. based on that comparison we can determine if the program has been effective in increasing student achievement. Parents and stakeholders offer feedback based on the program.

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?

We update the school improvement plan each year to reflect the changes of the current year. The Parent Involvement Team meets quarterly and revises the plan based upon the program evaluations. Sustained and continuous professional learning takes place throughout the year in response to student need as a reflection of the program evaluations.

2018-2019

Overview

Plan Name

2018-2019

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	All students at Clare Primary School will become proficient in science.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$38375
2	All students at Clare Primary School will become proficient in social studies.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$319375
3	All students at Clare Primary School will become proficient in mathematics.	Objectives: 2 Strategies: 5 Activities: 11	Academic	\$209375
4	All students at Clare Primary School will become proficient readers.	Objectives: 2 Strategies: 6 Activities: 13	Academic	\$232875
5	All students will become proficient in the use of technology	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

Goal 1: All students at Clare Primary School will become proficient in science.

Measurable Objective 1:

23% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of a level 1 or 2 in Science by 06/10/2016 as measured by State and Local Assessments.

Strategy 1:

Reading Across the Content Areas - Classroom teachers will use reading strategies to teach informational text features in Science.

Category:

Research Cited: "Sharing Informational Text with Young Children" Ruth Helen Yopp and Hallie Kay Yopp The Reading Teacher Vol. 53, No. 5 (Feb., 2000), pp. 410-423 Article Stable URL:<http://www.jstor.org/stable/20204813>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - Informational Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus Science instruction on explicitly teaching informational text features.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	No Funding Required	Classroom Teachers
Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten through third grade will be offered a half day program that is four days a week running for five weeks. Targeted students will receive instruction in all four content areas including enrichment activities in the fine arts and physical education.	Academic Support Program	Tier 1	Monitor	06/01/2014	06/01/2018	\$9000	Title I Part A	Donna Venglar
Activity - Thinking Maps PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two to three staff members will be trained as thinking maps trainers and provide on-going professional development throughout the next three years.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/01/2019	\$5000	Title I Part A	All Staff

Strategy 2:

Uninterrupted Science Instruction - Classroom teachers will provide regular science lessons as described in the grade level pacing guides.

Category:

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Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Center on Educational Policy "Student Motivation: an Overlooked Piece of School Reform" Usher and Kober. "Beyond the Intrinsic-Extrinsic dichotomy: Self-determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Tier: Tier 1

Activity - Science Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will provide 6-8 sessions, 15-30 minutes each of uninterrupted science instruction each month. Grades 3rd and 4th will teach 6-8 sessions each month that are 20-45 minutes in length.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	No Funding Required	Classroom teachers

Measurable Objective 2:

A 6% increase of Economically Disadvantaged students will demonstrate a proficiency closing the achievement gap in Science by 06/10/2016 as measured by State and Local Assessments .

Strategy 1:

Culture and Engagement - Clare Primary School is dedicated to behavioral and motivational interventions that support the achievement of our economically-disadvantaged students.

Category:

Research Cited: Center on Educational Policy "Student Motivation: an Overlooked Piece of School Reform" Usher and Kober. "Beyond the Intrinsic-Extrinsic dichotomy: Self-determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will also be trained in Capturing Kids Hearts to provide behavioral supports for our at-risk students.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$7000	Section 31a	Responsible Thinking Coordinator, Principal, Classroom Teachers

Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1		09/01/2017	06/01/2019	\$16250	Section 31a	School Social Worker, Principal, Classroom Teachers
Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$250	Title I Part A	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - WatchD.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/01/2017	06/01/2019	\$125	Title I Part A	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	Section 31a	School Social Worker

Goal 2: All students at Clare Primary School will become proficient in social studies.

Measurable Objective 1:

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46% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in level 1 or 2 in Social Studies by 06/08/2018 as measured by State and Local Assessments.

Strategy 1:

Informational Text Structure - In order to improve Social Studies content all students (including economically disadvantaged) will work to deliver instruction based upon informational text features. The classroom teachers (with the support of the literacy coach and paraprofessionals) will use research-based methods for teaching informational reading in social studies.

Category:

Research Cited: "Sharing Informational Text with Young Children" Ruth Helen Yopp and Hallie Kay Yopp The Reading Teacher Vol. 53, No. 5 (Feb., 2000), pp. 410-423 Article Stable URL:<http://www.jstor.org/stable/20204813>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, including the Literacy Coach, will be trained in research-based strategies for teaching informational text structure across the curriculum.	Professional Learning	Tier 1	Implement	09/01/2017	06/01/2019	\$8000	Title II Part D	Classroom Teachers, Principal, and Literacy Coach

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten through third grade will be offered a half day program that is four days a week running for five weeks. Targeted students will receive instruction in all four content areas including enrichment activities in the fine arts and physical education.	Academic Support Program	Tier 1	Monitor	06/01/2014	06/01/2018	\$9000	Title I Part A	Donna Venglar

Strategy 2:

Uninterrupted Social Studies Instruction - Classroom teacher will provide regular social studies lessons as described in the grade level pacing guides or integrate the topic in reading or math.

Category: Social Studies

Research Cited: Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Center on Educational Policy "Student Motivation: an Overlooked Piece of School Reform" Usher and Kober. "Beyond the Intrinsic-Extrinsic dichotomy: Self-

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determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Tier: Tier 1

Activity - Social Studies Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will provide 6-8 sessions, 15-30 minutes each of uninterrupted social studies instruction each month. Grades 3rd and 4th will teach 6-8 sessions each month that are 20-45 minutes in length.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	No Funding Required	Classroom teachers

Strategy 3:

Thinking Maps - Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

Category:

Research Cited: "Although thinking is innate and spontaneous, skillful thinking must be cultivated." -Art Costa, The Thought-Filled Curriculum

Eric Jensen, "Teaching with Poverty in Mind"

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two to three staff members will be trained as thinking maps trainers and provide on-going professional development throughout the next three years.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/01/2019	\$5000	Title I Part A	All staff

Measurable Objective 2:

A 5% increase of Economically Disadvantaged students will demonstrate a proficiency closing the achievement gap in Social Studies by 06/10/2016 as measured by State and local assessments.

Strategy 1:

Culture and Engagement - Clare Primary School is dedicated to behavioral and motivational interventions that support the achievement of our economically-disadvantaged students.

Category:

Research Cited: Center on Educational Policy "Student Motivation: an Overlooked Piece of School Reform" Usher and Kober. "Beyond the Intrinsic-Extrinsic dichotomy: Self-determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

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Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will be trained in Capturing Kids Hearts to provide additional behavioral supports to our at-risk student learners.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$280000	Section 31a	Responsible Thinking Coordinator, Principal, Classroom Teachers
Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$16250	Section 31a	School Social Worker, Principal, Classroom Teachers
Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$250	Title I Part A	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - WatchD.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/01/2017	06/01/2019	\$125	Section 31a	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	Section 31a	School Social Worker
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Goal 3: All students at Clare Primary School will become proficient in mathematics.

Measurable Objective 1:

44% of Third and Fourth grade students will demonstrate a proficiency of a Level 1 or 2 in Mathematics by 06/10/2016 as measured by State and Local Assessments.

Strategy 1:

Data Collection and Analysis - The staff will ensure that all students, including our Special Education population who are at-risk as measured by NWEA Benchmark Assessment will receive Tier 2 (30 minutes 4-5 times per week) of Research-based interventions, supported by Paraprofessionals and Interventionists.

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke B., Foegen, A., Marsh L., Star J., Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. Pgs 3-7 Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 2

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA will be to help determine students' needs as well as to show student growth.	Technology, Other	Tier 1	Monitor	09/01/2017	06/01/2019	\$3500	General Fund	Principal and Classroom teachers

Activity - Data Assessment Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of an assessment calendar including scheduling of grade-level data meetings.	Other			09/01/2017	06/01/2019	\$1500	General Fund	Classroom Teachers, Principal

Strategy 2:

Family Engagement - Family Math Events will provide opportunities for parents and families to participate/ learn math skills to help their child.

Category:

Research Cited: Henderson, A., & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Pg

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107-111 Retrieved from <http://www.sedl.org/connections/resources/evidence.pdf>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier:

Activity - Family Math Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend Family Math Events where staff will be focused on improving student achievement through specific research-based strategies.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$1000	Title I Part A	Classroom Teachers and administrator.

Strategy 3:

Student-Teacher Ratio (K-2) - Early elementary class sizes will remain under 24 students in Kindergarten and under 28 students in first and second grade.

Category:

Research Cited: "Teacher Dispositions Affecting Self-Esteem and Student Performance", Helm, C. Clearing House: A Journal of Educational Strategies, Issues and Ideas, v80 n3 p109-110 Jan-Feb (2007)

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier:

Activity - Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher to reduce the class sizes from 27/28 students per classroom to 23 per classroom.	Class Size Reduction	Tier 1	Monitor	09/01/2017	06/01/2019	\$29000	Section 31a	Classroom Teacher and administrator

Strategy 4:

Differentiated Instruction/ Additional and Timely Assistance - Classroom teachers will be using research-based instructional tools to differentiate mathematics instruction. The Title I paraprofessionals will work with the low-achieving students in each grade who struggle to learn math.

Category:

Research Cited: "Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students" Authors were Daniel K. Ellis; Kerry A. Ellis; Linda J. Huemann; Elizabeth A. Stolarik. (June 2007) pgs 51-65

Santangelo, T., & Tomlinson C. (2009). The Application of Differentiated Instruction in Postsecondary. International Journal of Teaching and Learning in Higher Education, 20 (3), 307-323. Retrieved from <http://www.isetl.org/ijtlhe/>

Tier: Tier 2

School Improvement Plan

Clare Primary School

Activity - Daily Math Fact Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be using research-based instructional tools to practice basic math facts daily for ten minutes each day.	Technology , Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/01/2019	\$0	No Funding Required	Classroom Teachers

Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group assistance will be provided to at-risk students struggling with mathematical concepts. This support will be teacher-led and assisted by the paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/01/2019	\$150000	Title I Part A	Paraprofessionals and classroom teachers

Measurable Objective 2:

A 5% increase of Economically Disadvantaged students will demonstrate a proficiency closing the achievement gap in Mathematics by 05/22/2015 as measured by State and Local Assessments.

Strategy 1:

Culture and Engagement - Clare Primary School is dedicated to behavioral and motivational interventions that support the achievement of our economically-disadvantaged students.

Category:

Research Cited: Usher, A., & Kober N. (2012). Student Motivation: An Overlooked Piece of School Reform . Center on Educational Policy,pgs 1-12. Retrieved from <http://www.cep-dc.org/displayDocument.cfm?DocumentID=405>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

"Beyond the Intrinsic-Extrinsic dichotomy: Self-determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Tier: Tier 1

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. The Capturing Kids Hearts program will also be implemented building-wide to support the behavioral needs of our at-risk learners.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$7000	Title I Part A	Responsible Thinking Coordinator , all staff.

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Clare Primary School

Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/04/2012	06/01/2018	\$16250	Section 31a	School Social Worker
Activity - WatchD.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/03/2013	06/01/2018	\$125	Section 31a	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive parenting solutions & educational resources for healthy family relationships	Community Engagement, Parent Involvement	Tier 1		07/01/2017	06/01/2018	\$250	Title I Part A	Susie Atwood and Sue Manderbach
Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	Section 31a	School Social Worker

Goal 4: All students at Clare Primary School will become proficient readers.

Measurable Objective 1:

55% of Third and Fourth grade students will demonstrate a proficiency of a level 1 or 2 in English Language Arts by 06/10/2016 as measured by State and Local Assessments.

School Improvement Plan

Clare Primary School

Strategy 1:

Family Engagement - Family Literacy events will be held for parents and students that will help them work together on effective reading and/or writing skills.

Category:

Research Cited: Henderson, A., & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. pgs 21-27 Retrieved from <http://www.sedl.org/connections/resources/evidence.pdf>

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - Family Literacy Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend family literacy events where staff will focus on improving student achievement through specific research based strategies. Documentation will be kept to monitor the progress and effectiveness of the activities. Upcoming Kindergarten students will be invited to the Spring event.	Parent Involvement	Tier 1	Monitor	08/28/2017	06/07/2019	\$500	Title I Part A	Parents, Classroom teachers, Literacy Coach, and Principal.

Strategy 2:

Literacy Block - Teachers will provide no less than 60 minutes of uninterrupted, explicit, evidence based reading comprehension monitoring and strategy instruction each day.

Category:

Research Cited: (2007, May). Learning Blocks for Literacy and Numeracy. The Literacy and Numeracy Secretariat, Capacity Building Series. pgs 1-8 Retrieved from www.edu.gov.on.ca/eng/

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Marzano, R. J. (2003). What works in schools: Translating research into action. pgs 15-25. Alexandria,

VA: ASCD (Association for Supervision and Curriculum Development).

Tier: Tier 1

Activity - 60 Minute Literacy Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be utilizing an uninterrupted literacy block (Tier I) in the classroom. This may include guided reading, small group instruction, whole group instruction, and/or shared reading.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/07/2019	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Differentiated Instruction/ Additional and Timely Assistance - Classroom teachers will be using research-based instructional tools to differentiate ELA instruction. Title I

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Clare Primary School

paraprofessionals under the guidance of classroom teachers and the Literacy coach will work with identified low-achieving students in each grade who struggle in reading and writing.

Category:

Research Cited: Hall, T., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. pgs 3-16 Retrieved 6/13/13 from <http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated>

Santangelo, T., & Tomlinson C. (2009). The Application of Differentiated Instruction in Postsecondary. International Journal of Teaching and Learning in Higher Education, 20 (3), 307-323. Retrieved from <http://www.isetl.org/ijtlhe/>

"Teaching All Students to Read in Elementary School" Torgensen, Houston, Rissman, Kosanovich. (2007)

Tier: Tier 2

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach, Classroom teachers, and paraprofessionals will use research-based reading interventions to support students in meeting the CCSS. Headsprouts, Leveled Literacy Interventions, and other research-based programs will be used.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/07/2019	\$13000	Title I Part A	Literacy coach, paraprofessionals, classroom teachers
Activity - Small Group Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group assistance will be provided to at-risk students struggling with reading and writing. This support will be teacher-led and assisted by the paraprofessionals and Literacy coach.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/01/2019	\$150000	Title I Part A	Paraprofessionals
Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students leaving kindergarten through third grade will be offered a summer reading program called "Kids Read Now". Students will receive 3 books at their reading level at the end of the year to read. When they read a story and finish an activity with the book, parents can call/text/email that it is completed and a new book will be sent to them. Students have the chance of earning and reading 9 books over the summer.	Academic Support Program	Tier 2	Monitor	06/01/2018	06/01/2019	\$9000	Title I Part A	Garth Cornwell

Strategy 4:

Data Collection and Analysis - The staff will ensure that all students, including our Special Education population who are at-risk as measured by NWEA Benchmark Assessment will receive Tier II (30 minutes 4-5 times per week) of Research-based interventions, supported by Paraprofessionals and Interventionists.

School Improvement Plan

Clare Primary School

Category:

Research Cited: Gersten, R., Beckmann, S., Clarke B., Foegen, A., Marsh L., Star J., Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. pgs 19-37 Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguide>
Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - NWEA/ DIBELS Next	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA will be to help determine students' needs as well as to show student growth. DIBELS Next will be used for student identification and progress monitoring.	Other	Tier 1		09/01/2017	06/01/2019	\$5500	General Fund	Principal and Classroom Teachers

Activity - Data Assessment Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of an assessment calendar including scheduling of grade-level data meetings.	Other			09/01/2017	06/01/2019	\$1500	General Fund	Classroom teachers and principal.

Strategy 5:

Student Teacher Ratio (K-2) - Early elementary class sizes will remain under 24 students and under 28 students in first and second grade.

Category:

Research Cited: "Teacher Dispositions Affecting Self-Esteem and Student Performance", Helm, C. Clearing House: A Journal of Educational Strategies, Issues and Ideas, v80 n3 p109-110 Jan-Feb 2007

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier:

Activity - Classroom Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will use two classroom teachers to reduce the class size from 27/28 students per classroom to 23 per classroom in first and second grade. This highly qualified second grade teacher will support at risk readers entering the third grade.	Class Size Reduction			09/01/2017	06/01/2019	\$29000	Section 31a	Classroom Teacher and administrator

Measurable Objective 2:

50% of Economically Disadvantaged students will demonstrate a proficiency closing the achievement gap in English Language Arts by 05/27/2016 as measured by State and Local Assessments.

School Improvement Plan

Clare Primary School

Strategy 1:

Culture and Engagement - Clare Primary School is dedicated to behavioral and motivational interventions that support the achievement of our economically-disadvantaged students.

Category:

Research Cited: Center on Educational Policy "Student Motivation: an Overlooked Piece of School Reform" Usher and Kober. "Beyond the Intrinsic-Extrinsic dichotomy: Self-determination in motivation and learning." Motivation and Emotion 16 (3), pg 165-185. Rigby, Deci, Patrick, and Ryan (1992)

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. pg 27-43 Routledge.

Tier: Tier 1

Activity - Responsible Thinking Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will also be trained in Capturing Kids Hearts to support our at-risk students' behavioral concerns.	Behavioral Support Program	Tier 1		09/04/2012	06/01/2018	\$7000	Section 31a	Classroom teachers, Responsible Thinking Coordinator, Principal

Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/04/2012	06/01/2018	\$16250	Section 31a	School Social Worker, Principal, Classroom Teachers

Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/01/2018	\$250	Title I Part A	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.

Activity - WatchD.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Clare Primary School

Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/03/2013	06/01/2018	\$125	Title I Part A	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Activity - CPI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	Section 31a	School Social Worker

Goal 5: All students will become proficient in the use of technology

Measurable Objective 1:

85% of All Students will achieve college and career readiness with an understanding of how to use several technology pieces in Mathematics by 06/11/2021 as measured by The capability to use technology .

Strategy 1:

Regular rotation of updated technology (3-5 year rotation) - Technology department will take some ipads and update them and some will be replaced every 5 years, while chromebooks will be updated/replaced every 3-4 years.

Category: Technology

Tier: Tier 1

Activity - Update technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology department will update and replace as needed in the rotation of technology.	Technology	Tier 2	Monitor	06/05/2017	06/08/2018	\$0	General Fund	RESD technology staff

Strategy 2:

Professional Development - Staff will attend professional development on how to use technology effectively in the classroom.

Category: Technology

Tier: Tier 1

School Improvement Plan

Clare Primary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff attend professional development on how to use technology effectively (Google Classroom, Virtual Classroom, etc.)	Technology, Professional Learning	Tier 2	Implement	08/28/2017	06/08/2018	\$0	Title II Part A	Teaching staff

Strategy 3:

Make use of updated wireless infrastructure - Staff and students use technology

Category: Technology

Tier: Tier 1

Activity - Use of wireless infrastructure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students use technology given and available to them	Academic Support Program, Technology	Tier 1	Implement	08/28/2017	06/08/2018	\$0	General Fund	Staff and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA/ DIBELS Next	NWEA will be to help determine students' needs as well as to show student growth. DIBELS Next will be used for student identification and progress monitoring.	Other	Tier 1		09/01/2017	06/01/2019	\$5500	Principal and Classroom Teachers
Use of wireless infrastructure	Staff and students use technology given and available to them	Academic Support Program, Technology	Tier 1	Implement	08/28/2017	06/08/2018	\$0	Staff and students
Data Assessment Calendar	Development of an assessment calendar including scheduling of grade-level data meetings.	Other			09/01/2017	06/01/2019	\$1500	Classroom teachers and principal.
NWEA	NWEA will be to help determine students' needs as well as to show student growth.	Technology , Other	Tier 1	Monitor	09/01/2017	06/01/2019	\$3500	Principal and Classroom teachers
Update technology	Technology department will update and replace as needed in the rotation of technology.	Technology	Tier 2	Monitor	06/05/2017	06/08/2018	\$0	RESD technology staff
Data Assessment Calendar	Development of an assessment calendar including scheduling of grade-level data meetings.	Other			09/01/2017	06/01/2019	\$1500	Classroom Teachers, Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Math Fact Practice	Students will be using research-based instructional tools to practice basic math facts daily for ten minutes each day.	Technology , Materials, Direct Instruction	Tier 1	Implement	09/01/2017	06/01/2019	\$0	Classroom Teachers

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Social Studies Blocks	K-2 teachers will provide 6-8 sessions, 15-30 minutes each of uninterrupted social studies instruction each month. Grades 3rd and 4th will teach 6-8 sessions each month that are 20-45 minutes in length.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	Classroom teachers
60 Minute Literacy Blocks	Teachers will be utilizing an uninterrupted literacy block (Tier 1) in the classroom. This may include guided reading, small group instruction, whole group instruction, and/or shared reading.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/07/2019	\$0	Classroom Teachers
Science Blocks	K-2 teachers will provide 6-8 sessions, 15-30 minutes each of uninterrupted science instruction each month. Grades 3rd and 4th will teach 6-8 sessions each month that are 20-45 minutes in length.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	Classroom teachers
Informational Text Structure	Classroom teachers will focus Science instruction on explicitly teaching informational text features.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2019	\$0	Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WatchD.O.G.S.	Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/03/2013	06/01/2018	\$125	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
CPI Training	The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	School Social Worker
Behavioral Support	A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$16250	School Social Worker, Principal, Classroom Teachers

School Improvement Plan

Clare Primary School

Responsible Thinking Process	All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will also be trained in Capturing Kids Hearts to provide behavioral supports for our at-risk students.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$7000	Responsible Thinking Coordinator, Principal, Classroom Teachers
Behavioral Support	A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/04/2012	06/01/2018	\$16250	School Social Worker
Responsible Thinking Process	All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will be trained in Capturing Kids Hearts to provide additional behavioral supports to our at-risk student learners.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$280000	Responsible Thinking Coordinator, Principal, Classroom Teachers
School Social Worker	A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1		09/01/2017	06/01/2019	\$16250	School Social Worker, Principal, Classroom Teachers
Classroom Teacher	Classroom teacher to reduce the class sizes from 27/28 students per classroom to 23 per classroom.	Class Size Reduction	Tier 1	Monitor	09/01/2017	06/01/2019	\$29000	Classroom Teacher and administrator
CPI Training	The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	School Social Worker
WatchD.O.G.S.	Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/01/2017	06/01/2019	\$125	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
CPI Training	The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	School Social Worker

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Clare Primary School

CPI Training	The School Social worker will attend training to become a CPI trainer. He will then and provide in-district training for staff.	Behavioral Support Program, Professional Learning	Tier 2	Implement	05/27/2016	07/26/2019	\$750	School Social Worker
Behavioral Support	A school Social Worker will support students identified as not meeting the grade-level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 1	Monitor	09/04/2012	06/01/2018	\$16250	School Social Worker, Principal, Classroom Teachers
Responsible Thinking Process	All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. All staff will also be trained in Capturing Kids Hearts to support our at-risk students' behavioral concerns.	Behavioral Support Program	Tier 1		09/04/2012	06/01/2018	\$7000	Classroom teachers, Responsible Thinking Coordinator, Principal
Classroom Teacher	Clare Primary will use two classroom teachers to reduce the class size from 27/28 students per classroom to 23 per classroom in first and second grade. This highly qualified second grade teacher will support at risk readers entering the third grade.	Class Size Reduction			09/01/2017	06/01/2019	\$29000	Classroom Teacher and administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Responsible Thinking Process	All staff will use the Responsible Thinking Process with the support of the Responsible Thinking Coordinator to assist at-risk student with behavioral supports to achieve grade-level content learning. The Capturing Kids Hearts program will also be implemented building-wide to support the behavioral needs of our at-risk learners.	Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/01/2019	\$7000	Responsible Thinking Coordinator, all staff.
WatchD.O.G.S.	Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/03/2013	06/01/2018	\$125	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.

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Small Group Support	Small group assistance will be provided to at-risk students struggling with reading and writing. This support will be teacher-led and assisted by the paraprofessionals and Literacy coach.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/01/2019	\$150000	Paraprofessionals
Thinking Maps PD	Two to three staff members will be trained as thinking maps trainers and provide on-going professional development throughout the next three years.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/01/2019	\$5000	All Staff
Summer Program	Students entering kindergarten through third grade will be offered a half day program that is four days a week running for five weeks. Targeted students will receive instruction in all four content areas including enrichment activities in the fine arts and physical education.	Academic Support Program	Tier 1	Monitor	06/01/2014	06/01/2018	\$9000	Donna Venglar
Love and Logic	Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$250	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
WatchD.O.G.S.	Clare Primary will implement the WatchD.O.G.S. program which invites male volunteers into the classrooms. Research has shown that having positive male role-models from the community supports at-risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	09/01/2017	06/01/2019	\$125	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Summer Program	Students leaving kindergarten through third grade will be offered a summer reading program called "Kids Read Now". Students will receive 3 books at their reading level at the end of the year to read. When they read a story and finish an activity with the book, parents can call/text/email that it is completed and a new book will be sent to them. Students have the chance of earning and reading 9 books over the summer.	Academic Support Program	Tier 2	Monitor	06/01/2018	06/01/2019	\$9000	Garth Cornwell
Love and Logic	Positive parenting solutions & educational resources for healthy family relationships	Community Engagement, Parent Involvement	Tier 1		07/01/2017	06/01/2018	\$250	Susie Atwood and Sue Manderbach

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Family Math Events	Parents will be invited to attend Family Math Events where staff will be focused on improving student achievement through specific research-based strategies.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$1000	Classroom Teachers and administrator.
Summer Program	Students entering kindergarten through third grade will be offered a half day program that is four days a week running for five weeks. Targeted students will receive instruction in all four content areas including enrichment activities in the fine arts and physical education.	Academic Support Program	Tier 1	Monitor	06/01/2014	06/01/2018	\$9000	Donna Venglar
Love and Logic	Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/03/2013	06/01/2018	\$250	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Small Group Support	Small group assistance will be provided to at-risk students struggling with mathematical concepts. This support will be teacher-led and assisted by the paraprofessionals.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/01/2019	\$150000	Paraprofessionals and classroom teachers
Love and Logic	Staff will be trained in and offer Love and Logic training to parents in an effort to provide techniques for families to support the behavioral and emotional needs of our economically disadvantaged population.	Parent Involvement	Tier 1	Monitor	09/01/2017	06/01/2019	\$250	Classroom teachers, School Social Worker, Responsible Thinking Coordinator, Principal.
Professional Development	Two to three staff members will be trained as thinking maps trainers and provide on-going professional development throughout the next three years.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/01/2019	\$5000	All staff
Reading Interventions	Literacy Coach, Classroom teachers, and paraprofessionals will use research-based reading interventions to support students in meeting the CCSS. Headsprouts, Leveled Literacy Interventions, and other research-based programs will be used.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/07/2019	\$13000	Literacy coach, paraprofessionals, classroom teachers

School Improvement Plan

Clare Primary School

Family Literacy Events	Parents will be invited to attend family literacy events where staff will focus on improving student achievement through specific research based strategies. Documentation will be kept to monitor the progress and effectiveness of the activities. Upcoming Kindergarten students will be invited to the Spring event.	Parent Involvement	Tier 1	Monitor	08/28/2017	06/07/2019	\$500	Parents, Classroom teachers, Literacy Coach, and Principal.
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Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Classroom teachers, including the Literacy Coach, will be trained in research-based strategies for teaching informational text structure across the curriculum.	Professional Learning	Tier 1	Implement	09/01/2017	06/01/2019	\$8000	Classroom Teachers, Principal, and Literacy Coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff attend professional development on how to use technology effectively (Google Classroom, Virtual Classroom, etc.)	Technology, Professional Learning	Tier 2	Implement	08/28/2017	06/08/2018	\$0	Teaching staff