



# **School Improvement Plan**

Clare Primary School

Clare Public Schools

Ms. Tracy Lubs  
201 EAST STATE ST  
CLARE, MI 48617-5000

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	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 618 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 2018-2019 February count is 53%. As of the fall count, there are 51% males and 49% female students, 12% 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 feel all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
- Staff feels all teachers in our school use a variety of technologies as instructional resources.
- Staff feel in our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
- Staff feel in our school, all school personnel regularly engage families in their children's learning progress.
- Staff feel like our school provides opportunities for students to participate in activities that interest them and support student learning.

##### Challenges:

- Staff feel our school does not have a continuous improvement process based on data, goals, actions, and measures for growth.
- Staff feel our school leaders do not hold themselves accountable for student learning.
- Staff feel our school leaders do not ensure all staff members use supervisory feedback to improve teaching and learning.
- Staff feel all teachers do not use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- Staff feel that all teachers have not been trained to implement a formal process that promotes discussion about student learning.
- Staff feels the school does not ensure all staff members are trained in the evaluation, interpretation, and use of data.

##### Target Areas:

- More support services for students based on needs
- Support from school leaders to improve teaching and learning

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- 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 our school provides a safe learning environment.
- Parents feel their teacher reports in an easy to understand language on their child's progress.

#### Challenges:

- In general, they would like to see more support in the classroom for students and teachers.
- In general, parents would like to see more opportunities for students to participate in activities 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 feel they should help all boys and girls
- Students treating adults with respect

#### Target Areas:

- Providing information to students that information is shared with parents
- Allowing and encouraging students to help one another in academics and social aspects
- 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 2019. 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

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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 6: Indicator R: Resource Allocation

### Target Areas:

1. Standard 1: Indicator B: Coherence
2. Standard 3: Indicator J: Student Involvement in the Assessment Process
3. Standard 4: Indicator M: Results-Focused
4. Standard 5: Indicator O: Shared Leadership for Learning
5. Standard 7: Indicator S: Collaborative Teams
6. Standard 7: Indicator T: Collective Responsibility
7. Standard 8: Indicator V: Impact of Professional Learning

### Strategies:

1. Adding collaboration time to review data results to plan instructional changes and review and revise assessments as needed.
2. Adding time for vertical teams to meet as well as standards based grading report card planning continuing.
3. For student involvement in the assessment process, all teachers be a part of FAME to understand and implement strategies of formative assessment, student goal setting, and self-assessment.
4. A Professional Learning team has developed a plan for next year to provide opportunities for PD based on ideas from teacher surveys.

Allow teachers to go to other interested PD events.

### State Student Achievement:

#### 2018-2019:

In third grade math, students who were ED: 2 students scored advanced, 16 proficient, 22 partially proficient, and 27 not proficient. Students who were Non-ED: 11 students scored advanced, 22 proficient, 22 partially, and 9 not proficient.

In third grade reading, students who were ED: 9 students scored advanced, 15 proficient, 19 partially proficient, and 24 non proficient.

Students who were Non-ED: 22 students scored advanced, 18 proficient, 13 partially proficient, and 11 not proficient.

In fourth grade math, students who were ED: 0 students scored advanced, 5 proficient, 28 partially proficient, and 24 not proficient. Students who were Non-ED: 5 students scored advanced, 14 proficient, 33 partially, and 9 not proficient.

In fourth grade reading, students who were ED: 1 student scored advanced, 11 proficient, 10 partially proficient, and 35 non proficient.

Students who were Non-ED: 12 students scored advanced, 20 proficient, 9 partially proficient, and 20 not proficient.

#### 2017-2018:

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.

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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.

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 2018 NWEA test results there were:

Kindergarten:

In math, students who were ED scored an average of 143.3 while students who are non-ED scored an average of 151.0. This leaves a gap of 8.

In reading, students who were ED scored an average of 145.4 while students who are non-ED scored an average of 153.3. This leaves a gap of 7.9

First Grade:

In math, students who were ED scored an average of 168.5 while students who are non-ED scored an average of 174.1. This leaves a gap of 5.6.

In reading, students who were ED scored an average of 168.8 while students who are non-ED scored an average of 174.0. This leaves a gap of 7.9

Second Grade:

In math, students who were ED scored an average of 184.9 while students who are non-ED scored an average of 188.3. This leaves a gap of 3.4.

In reading, students who were ED scored an average of 184.9 while students who are non-ED scored an average of 189.4. This leaves a gap of 4.5.

Third Grade:

In math, students who were ED scored an average of 192.2 while students who are non-ED scored an average of 199.6. This leaves a gap of 7.4.

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In reading, students who were ED scored an average of 194.7 while students who are non-ED scored an average of 202.0. This leaves a gap of 7.3.

Fourth Grade:

In math, students who were ED scored an average of 200.2 while students who are non-ED scored an average of 207. This leaves a gap of 6.8.

In reading, students who were ED scored an average of 201.5 while students who are non-ED scored an average of 207.8. This leaves a gap of 6.3.

For the 2017 NWEA 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.

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.

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### 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:

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.

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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 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 2019-2020 school year which includes:

1. Professional Learning for staff on Restorative Justice
2. Collaboration time for staff to discuss the implementation of the behavior program and adjust challenge areas of implementation as necessary.

### **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 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.

#### **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 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 a Social Worker, PBIS, 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. 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?**

There is no turnover rate for the 2018-2019 school year. 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

1st grade- 4

2nd grade- 8.6

3rd grade- 12

4th grade- 9.8

SE/Lit Coach- 3.2

Specials- 10.3

### **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 2019-2020 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 19-20

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## Component 6: Strategies to Increase Parental Involvement

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

We have a parent on our School Improvement team. 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.

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

Families were invited to participate in literacy and math events with their children. Th winter Family Literacy event 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.



## School Improvement Plan

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### 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.

For the 2019-2020 School year, staff will focus on data meetings and using data for instruction, math, and Restorative Justice.

### **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 Literacy Coach has met with each grade level to go over NWEA 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 ESGI, NWEA and DRA.

In first and second grade students who scored intensive or strategic in DRA/Star 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 K-4 who are identified as not meeting the State's academic achievement standards in math are using Numbers Worlds from the My Math Program in the classroom. Students are working at their own unique level and progressing as they become proficient.

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(4), 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 and Federal Grants Writer

#### 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

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



**2019-2020**

## Overview

### Plan Name

2019-2020

### 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 demonstrate growth in math	Objectives: 1 Strategies: 6 Activities: 40	Academic	\$371300
2	All students at Clare Primary School will demonstrate growth in social studies	Objectives: 1 Strategies: 6 Activities: 35	Academic	\$195300
3	All students at Clare Primary School will demonstrate growth in reading	Objectives: 1 Strategies: 6 Activities: 44	Academic	\$399900
4	All students at Clare Primary School will demonstrate growth in science	Objectives: 1 Strategies: 6 Activities: 37	Academic	\$196800
5	All students at Clare Primary School will demonstrate growth in the use of technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000
6	All students at Clare Primary School will be provided with the knowledge and skills for success in post-secondary college and career choices	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0

# Goal 1: All students at Clare Primary School will demonstrate growth in math

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency by meeting their growth target in Mathematics by 06/26/2020 as measured by NWEA.

**Strategy 1:**

Purpose - Clare Primary School will set a meaningful course for student learning

Category: Mathematics

Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding." Moss,C, & Brookhart, S. (2012). Learning Targets" Helping Students Aim for Understanding in Today's Lesson. ASCD.

Tier: Tier 1

Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are clearly linked to previous and future lessons. Lessons linked to a broader purpose or transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Design of performance task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Communication of learning target(s)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction		Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Learning targets connected to standards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Small Group Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Small group assistance provided to at risk students struggling with mathematical concepts. Support will be teacher led and assisted by paraprofessionals and interventionists.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$150000	Title I Part A	Literacy Coach, Classroom Teacher, Paraprofessional, Academic Interventionist, Principal
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math committee members will attend Elementary Math Series to gain understanding of conceptual teaching and then will come back and share it with the rest of the teaching staff.	Professional Learning	Tier 1	Implement	08/26/2019	06/10/2022	\$6500	Title II Part A	Principal and Classroom Teachers

### Strategy 2:

Student Engagement - Engaging students will encourage substantive, intellectual thinking

Category: Mathematics

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

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

## School Improvement Plan

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Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Captilizing on students' strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Opportunity and support for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Title I Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend Family Math and Literacy events focused on improving student achievement through specific research based strategies.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/10/2022	\$2500	Title I Part A	Principal, Classroom Teacher, Literacy Coach, and Parents
Activity - Reduced Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher to reduce the class size from 28 students to 23 per class.	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Section 31a	Classroom Teacher and Principal
Activity - Watch D.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Title I Part A	Teachers, School Social Worker, Behavior Interventionist, Principal, Dean of Students, School Liaison Officer.

### Strategy 3:

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

Category: Mathematics

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

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

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

Tier: Tier 1

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Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff and Administration
Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff and Administration
Activity - Student Self Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA will help determine student needs as well as student growth	Other - Assessment, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	General Fund	Principal and Classroom Teachers



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### Strategy 4:

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

Category: School Culture

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

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student Status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Behavior Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	Section 31a	All staff, Principal, Behavior Support Interventionist, Dean of Students
Activity - Dean of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance, Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Title I Part A	Dean of Students
Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Section 31a	Social Worker

### Strategy 5:

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

Category: Learning Support Systems

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

Tier: Tier 1

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Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate an understanding of how discipline based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional coach, classroom teachers, paraprofessionals, and interventionists will use research based math interventions to support students in meeting the CCSS. Exact Path, Moby Max, and other research based programs will be used.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$13000	Title I Part A	Principal, Instructional Coach, Paraprofessionals, Interventionists, Classroom Teachers
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### Strategy 6:

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

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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

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Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Ethics and Advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

## Goal 2: All students at Clare Primary School will demonstrate growth in social studies

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on the summative assessments in Social Studies by 06/26/2020 as measured by pre and post summative assessment data.

### Strategy 1:

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

Category: Social Studies

Research Cited: Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and

use it along with their students to aim for and assess understanding."

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

Tier: Tier 1

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Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Design of performance task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learning/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Communication of learning targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

### Strategy 2:

Student Engagement - Engaging students will encourage substantive, intellectual thinking

Category: Social Studies

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

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students some

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

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

pages 97-110

Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Ownership of learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Capitalizing on students strengths	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Opportunity for participation and meaning making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Reduced Class Size	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher to reduce the class size from 28 students to 23 per class	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Section 31a	Classroom Teacher and Principal
Activity - Watch D.O.G.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Title I Part A	Teachers, School Social Worker, Behavioral Interventionist, Principal, Dean of Students, School Liaison Officer

### Strategy 3:

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

Category: Social Studies

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008).

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

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

Tier: Tier 1



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Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

### Strategy 4:

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

Category: School Culture

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

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

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Learning Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior	Direct Instruction	Tier 1		08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Behavior Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	Section 31a	All staff, Principal, Behavior Support Interventionist, Dean of Students

Activity - Dean of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance, Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Title I Part A	Dean of Students

Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Section 31a	School Social Worker

### Strategy 5:

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

Category: Learning Support Systems

Research Cited: Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and

diverse strategies for teaching and learning should be implemented to maximize teaching and learning at Clare Primary School.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Teacher knowledge and content</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Discipline-specific teaching approaches</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Differentiated instruction for students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Use of scaffolds</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

### Strategy 6:

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

Category: School Culture

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

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strengthen school improvement.

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Communication within the school community about student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Ethics and advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

### Goal 3: All students at Clare Primary School will demonstrate growth in reading

#### Measurable Objective 1:

85% of All Students will increase student growth by meeting their growth target on NWEA by the spring assessment in Reading in Reading by 06/26/2020 as measured by NWEA.

#### Strategy 1:

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

Category: English/Language Arts

Research Cited: Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and

use it along with their students to aim for and assess understanding."

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

Tier: Tier 1

Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1		08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Design of performance task</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	08/26/2019	\$0	No Funding Required	CPS Staff
<b>Activity - Communication of learning targets</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Success Criteria</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Learning Targets connected to standards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	08/26/2022	\$0	No Funding Required	CPS Staff
<b>Activity - Small Group Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Small group assistance provided to at risk students struggling with reading concepts. Support will be teacher led and assisted by paraprofessionals and interventionists.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$150000	Title I Part A	Literacy Coach, Classroom teacher, paraprofessional, academic interventionist, principal
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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Essential Practices training to improve classroom instruction in the area of Literacy.	Professional Learning	Tier 1	Monitor	08/26/2019	06/10/2022	\$3000	Title I Part A	Classroom teacher, Principal

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will attend Michigan Reading Association Conference to support Differentiated Instruction and Literacy Practices in the classroom.	Professional Learning	Tier 1	Monitor	08/26/2019	06/10/2022	\$3500	Title II Part A	Classroom teacher, Principal

### Strategy 2:

Student Engagement - Engaging students will encourage substantive, intellectual thinking

Category: English/Language Arts

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

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

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

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Tier: Tier 1

Activity - Quality of questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Ownership of Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Capitalizing on students' strengths</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Opportunity and support for participation and meaning making</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in disciplinespecific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Student Talk</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Title I Family Night</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Parents will be invited to attend family literacy and math events where staff will focus on improving student achievement through specific research based strategies.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/10/2022	\$2500	Title I Part A	Principal and Classroom Teachers, Literacy Coach, Parents
<b>Activity - Reduced Class Size</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Classroom teacher to reduce the class size from 28 to 23 per class.	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Section 31a	Classroom Teacher, Principal
<b>Activity - Watch D.O.G.S.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Title I Part A	Teachers, School Social Worker, Behavior Interventionist, Principal, Dean Of Students, School Liaison Officer
<b>Activity - Kids Read Now</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Summer reading program designed to support student literacy and reduce summer slide for students in grades k-3. It includes a family kick off event in the Spring to support families and distribute materials.	Academic Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$1600	Title I Part A	All staff and principal

### Strategy 3:

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

Category: English/Language Arts

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston,

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2007; Wohlstetter, Datnow, & Park, 2008).

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

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

Tier: Tier 1

Activity - Collection systems for formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - NWEA/DIBELS Next	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA will help determine students' needs as well as to show student growth. DIBELS will be used for student identification and progress monitoring.	Other, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	General Fund	Principal and Classroom Teachers

### Strategy 4:

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

Category: School Culture

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

climate

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Learning Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Use of learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Student status	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Norms for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Behavior Support Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	Section 31a	All Staff, Principal, Behavior Support Interventionist, Dean of Students
Activity - Dean Of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance, Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Title I Part A	Dean of Students
Activity - Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will support students identified as not meeting the grade level content and expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Section 31a	Social Worker

## School Improvement Plan

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### Strategy 5:

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

Category: Learning Support Systems

Research Cited: Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and

diverse strategies for teaching and learning should be implemented to maximize teaching and learning at Clare Primary School.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/01/2020	\$0	No Funding Required	CPS Staff

Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach, classroom teachers, paraprofessionals, and interventionist will use research based reading interventions to support students in meeting the CCSS. Moby Max, Lexia, Headsprouts, LLI, and other research based programs will be used.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$13000	Title I Part A	Principal, Instructional Coach, paraprofessionals, interventionist, classroom teachers
Activity - Afterschool Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school intervention based on student need to improve overall literacy in grades k-3.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$27000	Other	Classroom teacher, Literacy Coach, Principal

### Strategy 6:

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

Category: School Culture

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

Tier: Tier 1

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

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Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Communication and collaboration with parents and guardians</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Communication within the school community about student progress</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Support of school, district and state curricula, policies and initiatives</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Ethics and Advocacy</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff



## Goal 4: All students at Clare Primary School will demonstrate growth in science

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of a level 1 or 2 in Science by 06/26/2020 as measured by State and Local Assessments.

### Strategy 1:

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

Category: Science

Research Cited: Research Cited: "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and

use it along with their students to aim for and assess understanding."

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

Tier: Tier 1

Activity - Learning targets connected to standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Lessons connected to previous and future lessons, broader purpose and transferable skill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Design of performance task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Communication of learning targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/01/2020	\$0	No Funding Required	CPS Staff

### Strategy 2:

Student Engagement - Engaging students will encourage substantive, intellectual thinking

Category: Science

Research Cited: Research Cited: "Autonomy support can be manifested in the classroom in at least 3 distinct ways: organizational autonomy support (e.g., allowing students some decision-making role in terms of classroom management issues), procedural autonomy support (e.g., offering students choices about the use of different media to

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

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

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Tier: Tier 1

Activity - Quality of Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Capitalizing on student's strengths</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Opportunity and support for participation and meaning making</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Student Talk</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Reduced Class Size</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Classroom teacher to reduce the class size from 28 to 23 students	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Section 31a	Principal, Classroom Teacher
<b>Activity - Watch D.O.G.S.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Clare Primary School

Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Title I Part A	Principal, Classroom Teacher, Social Worker, Behavioral Interventionist, Dean of Students, Liaison Officer.
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### Strategy 3:

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

Category: Science

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

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

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

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

Tier: Tier 1

Activity - Collection systems for formative student assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Teacher use of formative assessment data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Student self-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
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Activity - Student use of formative assessments over time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Quality of formative assessment methods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

### Strategy 4:

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

Category: School Culture

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

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

Tier: Tier 1

Activity - Classroom arrangement and resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

Activity - Learning routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Use of learning time</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Student Status</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Norms for learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
<b>Activity - Behavior Support Interventionist</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	Section 31a	All staff, Principal, Behavior Support Interventionist, Dean of Students
<b>Activity - Dean of Students</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance , Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Title I Part A	Dean of Students
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Activity - Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Section 31a	Social Worker

### Strategy 5:

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

Category: Learning Support Systems

Research Cited: Research Cited: According to <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>, differentiated instruction and

diverse strategies for teaching and learning should be implemented to maximize teaching and learning at Clare Primary School.

Tier: Tier 1

Activity - Alignment of instructional materials and tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1		08/26/2019	06/01/2020	\$0	No Funding Required	CPS Staff

Activity - Teacher knowledge and content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff

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Activity - Discipline-specific teaching approaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Differentiated instruction for students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Use of scaffolds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will work collaboratively with a CMU professor to implement Next Generation Science Standards and improve instructional practices in the area of science.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Principal, Classroom Teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will attend Michigan Science Association Conference to improve classroom instruction using science and technology.	Professional Learning	Tier 1	Implement	08/26/2019	06/10/2022	\$1500	Title II Part A	Principal, Classroom Teachers

### Strategy 6:

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

Category: School Culture

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



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improvement.

Tier: Tier 1

Activity - Collaboration with peers and administrators to improve student learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS staff
Activity - Communication and collaboration with parents and guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Communication within the school community about student progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Support of school, district and state curricula, policies and initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum	Policy and Process	Tier 1		08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
Activity - Ethics and advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	No Funding Required	CPS Staff
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### Goal 5: All students at Clare Primary School will demonstrate growth 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 06/26/2020 as measured by the capability to use technology.

#### Strategy 1:

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

Category: Technology

Tier: Tier 1

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 to enhance instruction. This will include Google Fest and MI Google.	Professional Learning, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	Title II Part A	CPS Staff

### Goal 6: All students at Clare Primary School will be provided with the knowledge and skills for success in post-secondary college and career choices

#### Measurable Objective 1:

100% of All Students will achieve college and career readiness through exposure to a variety of careers in Career & Technical by 06/30/2020 as measured by student learning opportunities.

#### Strategy 1:

Learning that connects classroom instruction to future careers - Students will become familiar with a variety of careers that include a broad spectrum of career zones and that are nontraditional for their gender.

Category: Career and College Ready

Research Cited: "How Do You Promote Career Readiness?" School Counselor, Feb. 2018

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[www.schoolcounselor.org/newsletters/february-2018/how-do-you-promote-career-readiness](http://www.schoolcounselor.org/newsletters/february-2018/how-do-you-promote-career-readiness)

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in field trips that expose them to various careers; i.e. fire station, small businesses, etc.	Field Trip, Career Preparation /Orientation, Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All staff
Activity - Community Members as Guest Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and community members are invited in for "career day" type activities.	Community Engagement, Career Preparation /Orientation, Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All Staff
Activity - College/Career Apparel Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are invited to dress up as their career of choice or wear favorite college apparel in support of college and career awareness	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All Staff
Activity - Career focused after-school and summer programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are invited to attend "maker-space" nights throughout the school year, and "Camp Invention," a one-week STEM camp in the summer. In each of these programs, students participate in real-world, creative problem-solving activities that promote the use of imagination and ingenuity.	Community Engagement, Curriculum Development, Career Preparation /Orientation, Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All staff

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Activity - Career Navigator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Career Navigator, provided by the RESD and funded through Michigan Works, will work with elementary school teachers and students to set up field trips and locate businesses who are willing to have students visit and share career opportunities.	Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Other	Suzanne Sundberg - Career Navigator, Primary School Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool Book Club	After school intervention based on student need to improve overall literacy in grades k-3.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$27000	Classroom teacher, Literacy Coach, Principal
Career Navigator	A Career Navigator, provided by the RESD and funded through Michigan Works, will work with elementary school teachers and students to set up field trips and locate businesses who are willing to have students visit and share career opportunities.	Community Engagement, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Suzanne Sundberg - Career Navigator, Primary School Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA/DIBELS Next	NWEA will help determine students' needs as well as to show student growth. DIBELS will be used for student identification and progress monitoring.	Other, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	Principal and Classroom Teachers
NWEA	NWEA will help determine student needs as well as student growth	Other - Assessment, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	Principal and Classroom Teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Dean of Students	Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance , Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Dean of Students
Watch D.O.G.S.	Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Teachers, School Social Worker, Behavior Interventionist, Principal, Dean Of Students, School Liaison Officer
Professional Learning	K-3 Essential Practices training to improve classroom instruction in the area of Literacy.	Professional Learning	Tier 1	Monitor	08/26/2019	06/10/2022	\$3000	Classroom teacher, Principal
Dean of Students	Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance , Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Dean of Students
Watch D.O.G.S.	Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Teachers, School Social Worker, Behavioral Interventionist, Principal, Dean of Students, School Liaison Officer

## School Improvement Plan

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Reading Interventions	Instructional coach, classroom teachers, paraprofessionals, and interventionist will use research based reading interventions to support students in meeting the CCSS. Moby Max, Lexia, Headsprouts, LLI, and other research based programs will be used.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$13000	Principal, Instructional Coach, paraprofessionals, interventionist, classroom teachers
Small Group Support	Small group assistance provided to at risk students struggling with mathematical concepts. Support will be teacher led and assisted by paraprofessionals and interventionists.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$150000	Literacy Coach, Classroom Teacher, Paraprofessional, Academic Interventionist, Principal
Title I Family Night	Parents are invited to attend Family Math and Literacy events focused on improving student achievement through specific research based strategies.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/10/2022	\$2500	Principal, Classroom Teacher, Literacy Coach, and Parents
Dean Of Students	Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance, Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Dean of Students
Watch D.O.G.S.	Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners, both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Teachers, School Social Worker, Behavior Interventionist, Principal, Dean of Students, School Liaison Officer.

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Kids Read Now	Summer reading program designed to support student literacy and reduce summer slide for students in grades k-3. It includes a family kick off event in the Spring to support families and distribute materials.	Academic Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$1600	All staff and principal
Dean of Students	Dean of Students will provide behavioral supports through the use of PBIS and monitor student attendance to establish positive relationships between student, school, and home.	Other - Attendance, Behavioral Support Program, Parent Involvement	Tier 2	Monitor	08/26/2019	06/10/2022	\$65000	Dean of Students
Math Interventions	Instructional coach, classroom teachers, paraprofessionals, and interventionists will use research based math interventions to support students in meeting the CCSS. Exact Path, Moby Max, and other research based programs will be used.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$13000	Principal, Instructional Coach, Paraprofessionals, Interventionists, Classroom Teachers
Title I Family Night	Parents will be invited to attend family literacy and math events where staff will focus on improving student achievement through specific research based strategies.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/10/2022	\$2500	Principal and Classroom Teachers, Literacy Coach, Parents
Small Group Support	Small group assistance provided to at risk students struggling with reading concepts. Support will be teacher led and assisted by paraprofessionals and interventionists.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$150000	Literacy Coach, Classroom teacher, paraprofessional, academic interventionist, principal
Watch D.O.G.S.	Clare Primary will implement the Watch DOGS program which invites male volunteers into the classrooms. Research has shown having positive male role models from the community supports at risk learners both academically and behaviorally.	Community Engagement	Tier 1	Monitor	08/26/2019	06/10/2022	\$300	Principal, Classroom Teacher, Social Worker, Behavioral Interventionist, Dean of Students, Liaison Officer.



**School Improvement Plan**

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Math committee members will attend Elementary Math Series to gain understanding of conceptual teaching and then will come back and share it with the rest of the teaching staff.	Professional Learning	Tier 1	Implement	08/26/2019	06/10/2022	\$6500	Principal and Classroom Teachers
Professional Development	Two teachers will attend Michigan Science Association Conference to improve classroom instruction using science and technology.	Professional Learning	Tier 1	Implement	08/26/2019	06/10/2022	\$1500	Principal, Classroom Teachers
Professional Development	Staff attend professional development on how to use technology to enhance instruction. This will include Google Fest and MI Google.	Professional Learning, Technology	Tier 1	Monitor	08/26/2019	06/10/2022	\$4000	CPS Staff
Professional Learning	Two teachers will attend Michigan Reading Association Conference to support Differentiated Instruction and Literacy Practices in the classroom.	Professional Learning	Tier 1	Monitor	08/26/2019	06/10/2022	\$3500	Classroom teacher, Principal

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduced Class Size	Classroom teacher to reduce the class size from 28 students to 23 per class.	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Classroom Teacher and Principal
Behavioral Support	School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Social Worker
Behavior Support	School Social Worker will support students identified as not meeting the grade level content and expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Social Worker
Reduced Class Size	Classroom teacher to reduce the class size from 28 students to 23 per class	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Classroom Teacher and Principal
Behavior Support Interventionist	All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	All Staff, Principal, Behavior Support Interventionist, Dean of Students

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Behavior Support Interventionist	All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	All staff, Principal, Behavior Support Interventionist, Dean of Students
Reduced Class Size	Classroom teacher to reduce the class size from 28 to 23 students	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Principal, Classroom Teacher
Reduced Class Size	Classroom teacher to reduce the class size from 28 to 23 per class.	Class Size Reduction	Tier 1	Monitor	08/26/2019	06/10/2022	\$60000	Classroom Teacher, Principal
Behavior Support Interventionist	All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	All staff, Principal, Behavior Support Interventionist, Dean of Students
Behavior Support Interventionist	All staff will use PBIS with the support of a Behavioral Interventionist to assist at risk students with behavioral supports to achieve grade level content learning.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$20000	All staff, Principal, Behavior Support Interventionist, Dean of Students
Behavioral Support	School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	School Social Worker
Behavioral Support	School Social Worker will support students identified as not meeting the grade level content expectations due to behavioral difficulties.	Behavioral Support Program	Tier 2	Monitor	08/26/2019	06/10/2022	\$50000	Social Worker

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/01/2020	\$0	CPS Staff
Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Field Trips	Students participate in field trips that expose them to various careers; i.e. fire station, small businesses, etc.	Field Trip, Career Preparation /Orientation , Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All staff
Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons linked to a broader purpose or transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learning/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning Targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	08/26/2022	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Student Status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff and Administration
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Community Members as Guest Speakers	Parents and community members are invited in for "career day" type activities.	Community Engagement, Career Preparation /Orientation, Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All Staff

## School Improvement Plan

Clare Primary School

Success Criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	08/26/2019	\$0	CPS Staff
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Opportunity for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how disciplinebased concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in disciplinespecific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1		08/26/2019	06/01/2020	\$0	CPS Staff
Teacher knowledge and content	Teachers will demonstrate an understanding of how discipline based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff



## School Improvement Plan

Clare Primary School

Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum	Policy and Process	Tier 1		08/26/2019	06/26/2020	\$0	CPS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Capitalizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Quality of questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student Status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication of learning target(s)	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Ownership of Learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Ownership of Learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication of learning targets	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Norms for learning	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Capitalizing on student's strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Support of school, district and state curricula, policies and initiatives	Teachers support and look for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teachers follow district policies and implements district curricula/pacing guide. Teachers make pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	Policy and Process	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Success Criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Captilizing on students' strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Success Criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction		Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student Talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Ethics and Advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Career focused after-school and summer programs	Students are invited to attend "maker-space" nights throughout the school year, and "Camp Invention," a one-week STEM camp in the summer. In each of these programs, students participate in real-world, creative problem-solving activities that promote the use of imagination and ingenuity.	Community Engagement, Curriculum Development, Career Preparation /Orientation, Parent Involvement	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All staff

## School Improvement Plan

Clare Primary School

Quality of Questioning	Teachers ask questions to probe and deepen student understanding or uncover misconceptions. Teachers assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Capitalizing on students strengths	Teachers capitalize on students' strengths (academic background, life experiences and culture/language) and apply this knowledge in a variety of ways connected to the unit goals.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Opportunity and support for participation and meaning making	Teachers set expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline specific meaning making. Meaning making is often student-led.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning Routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1		08/26/2019	06/26/2020	\$0	CPS Staff



## School Improvement Plan

Clare Primary School

Ethics and advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior	Direct Instruction	Tier 1		08/26/2019	06/26/2020	\$0	CPS Staff
Student status	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' wellbeing and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teachers will create opportunities for student status to be elevated.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Professional Development	All staff will work collaboratively with a CMU professor to implement Next Generation Science Standards and improve instructional practices in the area of science.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Principal, Classroom Teachers
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student Talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
College/Career Apparel Day	Students are invited to dress up as their career of choice or wear favorite college apparel in support of college and career awareness	Career Preparation /Orientation	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

Clare Primary School

Discipline-specific teaching approaches	Teachers will use discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student Talk	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of learning time	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

## School Improvement Plan

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Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Teacher use of formative assessment data	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Alignment of instructional materials and tasks	Instructional materials and tasks align with the purpose of the unit and lesson. The teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	Direct Instruction, Materials	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collaboration with peers and administrators to improve student learning	Teachers will collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teachers occasionally lead collaborative work and/or teachers serve as mentors for others' growth and development.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS staff
Ethics and Advocacy	Teachers' professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teachers advocate for fair and equitable practices for all students. Teachers challenge adult attitudes and practices for all students. Teachers challenge adult attitudes and practices that may be harmful or demeaning to students.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication of learning targets	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

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Student Self Assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Design of performance task	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Communication and collaboration with parents and guardians	Teachers communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teachers consider the language needs of parents and guardians. Teachers effectively engage in two-way forms of communication and is responsive to parent and guardian insights.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Ownership of learning	Teachers provide opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

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Communication within the school community about student progress	Teachers maintain accurate and systematic student records. Teachers communicate student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teachers and students communicate accurately and positively about student successes and challenges.	Other - Communication	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student self-assessment	Teachers provide opportunities for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Differentiated instruction for students	Teachers will use multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teachers will provide targeted and flexible supports within the strategies.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Success Criteria	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/01/2020	\$0	CPS Staff
Learning targets connected to standards	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

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Communication of learning targets	Teachers communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Learning Routines	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for learning. Students support the learning of others.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collection systems for formative student assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Use of scaffolds	Teachers will provide scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, teachers will gradually release responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Student use of formative assessments over time	Students will use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff
Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff

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Collection systems for formative assessment data	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff and Administration
Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/26/2020	\$0	CPS Staff