



School Improvement Plan

Clarenceville Middle School

Clarenceville School District

Ms. Wendy E. Kellehan, Principal
20210 Middlebelt Road
Livonia, MI 48152-2002

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
School Data Analysis	
Introduction.....	13
Student Enrollment Data.....	14
Student Achievement Data for All Students.....	16
Subgroup Student Achievement.....	18
Perception Data - Students.....	22
Perception Data – Parents/Guardians.....	23
Perception Data – Teachers/Staff.....	24

Other..... 25

School Additional Requirements Diagnostic

Introduction..... 27
School Additional Requirements Diagnostic..... 28

Title I Schoolwide Diagnostic

Introduction..... 31
Component 1: Comprehensive Needs Assessment..... 32
Component 2: Schoolwide Reform Strategies 34
Component 3: Instruction by Highly Qualified Staff..... 35
Component 4: Strategies to Attract Highly Qualified Teachers..... 36
Component 5: High Quality and Ongoing Professional Development..... 38
Component 6: Strategies to Increase Parental Involvement..... 39
Component 7: Preschool Transition Strategies..... 42
Component 8: Teacher Participation in Making Assessment Decisions..... 43
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 44
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 46
Evaluation:..... 48

CMS Goals 2014 - 2015

Overview..... 50

Goals Summary 51

- Goal 1: All students will demonstrate proficiency in reading..... 52
- Goal 2: All students will demonstrate proficiency in mathematics..... 59
- Goal 3: All students will demonstrate proficiency in writing..... 62
- Goal 4: All students will demonstrate proficiency in science..... 66
- Goal 5: All students will demonstrate a proficiency in social studies..... 71

Activity Summary by Funding Source 77

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Clarenceville Middle School is a 6th - 8th grade building located in Livonia with 447 students. We are a fractional district drawing from Livonia, Redford, and Farmington. Over the last three years, the community and the school have experienced an increase in the number of Schools of Choice students, economically disadvantaged students, homeless students and African American students. The staff of CMS has not changed measurably in the past three years.

School's Purpose

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

Vision, Mission and Beliefs

Vision Statement

CLIMATE:

We envision:

- *Providing a school that is safe to all who enter.
- *Promoting procedures and high expectations by modeling desired behavior among staff.
- *Communicating in a positive, timely and efficient manner.
- *Having a collaborative dialogue and respectful conversation.
- *Respecting others' rights, values, and individuality.
- *Maintaining an inviting environment.

CURRICULUM:

We envision:

- *Providing courses that meet the needs of our diverse learners.
- *Collaborating to develop power standards and timelines.
- *Engaging an on-going professional development and curriculum review.
- *Adopting school-wide achievement benchmark/goals.

ASSESSMENT:

We envision:

- *Continually monitoring and reflecting on student growth through varied classroom and standardized assessments.
- *Collaborating to maximize instructional effectiveness.
- *Amending instruction to meet students' changing needs.

INSTRUCTION:

We envision:

- *Facilitating a variety of engaging instructional strategies while staying committed to professional development and continuous improvement.
- *Helping students achieve academic success in order to reach their potential by promoting high expectations for quality work.
- *Involving parents and the community in the educational process by creating shared learning experiences.

Mission Statement:

CMS is dedicated to student learning.

Beliefs Statement:

CLIMATE:

We believe we are a school that:

- *Is committed to providing an emotionally and physically safe, supporting environment.
- *Clearly establishes procedures and high expectations.
- *Effectively communicates using all resources.
- *Fosters relationships that value individual rights and that promotes respectful and responsible behavior within the school and the community.
- *Has an inviting curb appeal, environment and climate.

CURRICULUM

We believe in a school in which:

- *The scope and sequence of the curriculum are aligned K-12.
- *Curriculum guidelines, organized by trimester, are the basis of each course.
- *All students demonstrate necessary mastery of grade level content expectations.

ASSESSMENT

We believe in a school where assessment measures student growth which drives instruction.

INSTRUCTION

We believe in a school in which;

- *Instruction is guided by research-based strategies which utilize all current technology available.
- *Best instructional practices and interventions are in place to support individual needs and diverse learning styles.
- *Students are actively engaged in the instructional processes that continue to support their growth socially, emotionally and academically.
- *A level of community support and involvement provides enrichment in life experiences and character building.

Notable Achievements and Areas of Improvement

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

CMS has implemented the SuccessMaker intervention program to target students who are achieving below grade level in the areas of reading and mathematics. NWEA MAP testing is being conducted 3 times per year to track student progress and help differentiate instruction. Targeted reading instruction for students with disabilities and general education students appears to be effective. Lexile scores continue to show improvement from year to year. National Junior Honor Society and student council are active in the school and community. The Robotics Club meets after school and competes with other schools. Dentists R Us (a mobile dentist unit) continues to serve a number of our students. We have demonstrated some positive gains in the areas of climate and culture, as evidenced by becoming a Green School in the spring of 2013. Student survey data also indicates that students feel they are being challenged by our curriculum and they continue to feel safe in the halls. Students are more active and have healthier living practices with the adoption of Fuel Up to Play 60.

Additional Information

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

Clarenceville Middle School successfully met all the requirements of the last Title 1 audit. The district is also accredited through Advanc-Ed.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were selected by invitation based on interest in the school improvement process. Each played an integral role in the decisions made at each school improvement team meeting, the dates of which were selected based on all parties availability.

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

There were four stakeholder groups that participated in the development of the improvement plan: Teachers, Administrators, Parents, and Para-Professionals. The meetings were presided over by the building administrator, and each of the other stakeholders played an even role in the discussion and development of each facet of the plan.

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

The final improvement plan was communicated to all stakeholders via the internet, readily available through the Oakland Schools "Moodle" website. In addition, all non-staff stakeholders not privy to the information on a daily basis have been informed of any changes to the plan at monthly parent meetings held by building administration.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Since student enrollment is trending toward a lower socioeconomic base, our staff is adjusting to the changing student population by providing more varieties and higher volumes of intervention classwork and strategies.

How do student enrollment trends affect staff recruitment?

Due to the size of our smaller district and the significant amount of at risk students we educate, many staff members are required to fulfill multiple curriculum roles. When recruiting new teachers, it is imperative that the candidates have multiple content qualifications specific to the needs of the building and are skilled in working with challenges that often occur in a low socioeconomic district.

How do student enrollment trends affect budget?

Through schools of choice students, and retaining our local student population, our enrollment has remained steady over the past several years. Due to the fact that our enrollment count has not significantly changed, there has been little impact on our budget.

How do student enrollment trends affect resource allocations?

As the student population changes and more students are labeled at risk we are using our student data to develop prescribed tiered interventions. These interventions focus specifically on the needs of the students that we have from year to year causing increases in intervention programs, Title I programs, and 31a programs targeting both reading and mathematics.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends and the budget affect every district decision, including prioritizing maintenance concerns and facility planning with our aging infrastructure.

How do student enrollment trends affect parent/guardian involvement?

Since our student population continues to grow from schools of choice student enrollment, parent/guardian involvement has become more and more of a challenge. Many of these students come to us from a low socioeconomic standpoint and are further away from the school geographically.

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

School enrollment trends indicate a growing economically disadvantaged population. With this growing at risk population we are focusing on developing strategies to engage and support those families.

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

Our student population is growing in several subgroups (African American, Economically Disadvantaged) as well as increasing in schools of choice students. Since we are continually working to close the achievement gaps of these two subgroups, their rising population increases the challenges.

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

We will continue the use of tutoring and intervention classes to close the gaps developing in those growing subgroups. Teachers and paraprofessionals will continue to receive professional development in close and critical reading, and strategies for differentiated instruction that will meet the needs of these growing subgroups.

What are the challenges you noticed based on student attendance?

Students with poor attendance are inherently missing out on instructional time. This in turn has a negative effect on their achievement and possibly their attitude toward school, and in turn will negatively affect school academic achievement as a whole.

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

CMS will continue to work with Oakland Schools to maintain compliance with truancy protocol. All unexcused absences are followed up with a phone call. Teachers track tardies, and there is a progressive discipline policy tied to student tardies. Data shows that these strategies are proving effective.

Student Achievement Data for All Students

This area includes data questions.

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

Reading shows the highest level of student achievement, based on MEAP and NWEA data.

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

Based on MEAP, EXPLORE and NWEA data reading and math show a positive trend in performance.

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

Student achievement was above the state target in 7th grade math.

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

In writing, females represent a significantly greater portion of the top 30% as compared to males. In mathematics, reading, social studies, and science, white students represent a significantly greater portion of the top 30% compared to African Americans, and economically disadvantaged students are not proportionally represented in the top 30%. In science, males also represent a greater portion of the top 30% compared to females.

What factors or causes contributed to improved student achievement?

Interventions provided to all students have been effective in maintaining and increasing student achievement levels. In particular, the addition of math lab and ELA intervention classes, as well as the SuccessMaker intervention program to the schedules of some high risk students has resulted in much higher achievement growth.

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

Students at certain grade levels surpassed the state average in reading and math. Additionally, an upward trend in Lexile data can be attributed to ELA intervention, and improvement in EXPLORE math scores can be attributed to math lab.

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

Science shows the lowest level of student achievement, based on MEAP proficiency data.

Which content area(s) show a negative trend in achievement?

No content areas indicate a consistent negative trend in achievement, based on MEAP proficiency data.

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

Student achievement is below the state target of performance in writing, 6th, 7th, 8th grade reading, 6th and 8th grade math, science, and social studies.

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

The majority of students with disabilities continue to make up part of the bottom 30% of students. Schools of Choice students and students new to the district constitute a disproportionate amount of the bottom 30%. African American students also make up a disproportionate amount of the bottom 30%.

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

Staffing reductions due to budget cuts have led to larger class sizes and shorter class periods. Increases in the number of economically disadvantaged students have also led to a decline in student achievement.

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

Decline in student achievement corresponds with timing of budget cuts, increase in economically disadvantaged students and acceptance of schools of choice students. Data shows an achievement gap between economically disadvantaged students and the entire student population.

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

We are continuing ELA interventions because data shows they are effective. Full -time math intervention was implemented this year. We have also implemented the SuccessMaker intervention program for reading and mathematics, and are conducting MAP testing in ELA, mathematics, and science 3 times per year to track student progress and differentiate instruction.

Subgroup Student Achievement

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

Response:

- African American or Black
- White
- Male

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

Response:

- African American or Black
- Male

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

Reading

How do you know the achievement gap is closing?*

In comparing MEAP scores to state averages, ours are coming closer, and in some cases surpassing them.

What other data support the findings?

N/A

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

The students from the last three years have benefited greatly from the implementation of our Adolescent Accelerated Reading Initiative. In addition, the students at an elementary level have been utilizing three tier intervention strategies in reading.

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

Upward trending scores and closing achievement gaps.

What actions could be taken to continue this positive trend?

Continued implementation of the AARI program, as well as the addition of "Success Maker" intervention program, close a critical reading programs, and academic vocabulary strategy.

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

The achievement gap is greater in reading and math.

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

Year-to-year comparison of MEAP reading and math data shows an increasing proficiency gap for students with disabilities and economically disadvantages compared to the general student population.

What other data support the findings?*

N/A

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

These groups are coming from more at-risk homes (dysfunctional families, lower socioeconomic status) and their attendance numbers are lower.

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

School Improvement Plan

Clarenceville Middle School

In comparing MEAP scores to state averages, the aforementioned subgroups are showing a downward trend.

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

The special education director, the special education teachers, the general education teachers, and the administration continue to modify programs each year. Program modifications must be tied directly to student IEPs. Implementation of "Successmaker" program, AARI program, close and critical reading program, and academic vocabulary strategy will aid both aforementioned subgroups.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

All English Language Learners are achieving and learning, however we have too few ELL students to be counted as a subgroup. Any data that we have for the ELLS would be too small to be counted against the general population.

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

Because we are a Title 1 school-wide building, Interventions are open to all students. 31A funds are also used for any student who demonstrates need as measured on the district rubric.

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

The building has specific criteria for interventions comprising student achievement data, attendance, behavior, and family background.

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

Yearbook, National Junior Honors Society, John Grant Community Center partnership and activities, after school tutoring, "NextGen" student run credit union, and the CMS Robotics Club.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	15.0

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

A traditional send-home newsletter is sent home every other month. The Clarenceville District Website is kept up to date on a weekly basis. The John Grant Community Center sends representatives to speak at open-house evenings. The NextGen credit union has a liaison in the building to operate the program once per week.

School Improvement Plan

Clarenceville Middle School

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

With the majority of our teaching core being veteran educators, students benefit from their teachers' years of experience improving and perfecting best practices.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	169.6

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	92.0

What impact might this data have on student achievement?

The impact of teacher absences on student achievement depends on the skill level of the substitute teachers and the lesson plans left by the teachers. When appropriate lesson plans are left and substitutes are able to follow those lesson plans, student achievement continues.

Perception Data - Students

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

Students indicate that they are most satisfied with teaching and assessing for learning. The two indicators that scored the highest were providing multiple assessments for understanding (scoring a 4.04) and use of tests, projects, presentations and portfolios to check understanding (scoring a 3.81).

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

Student survey data indicates an increase in student satisfaction in regards teaching and assessing for learning (scoring 3.5)

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

The data shows that student feelings toward resources and support systems were the lowest (scoring a 2.97).

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

Survey data indicates a decrease in the area of respect for student property and also the lowest average score (1.98) came in the perceptions of student to student helpfulness.

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

For positive trends in teaching and learning assessment, our district has more materials aligned to the common core and as a staff we have more consistent implementation of the standards and a more rigorous curriculum. In addition, we have included benchmark assessment and NWEA to our assessment protocol. For the decrease in student property respect and student to student helpfulness, this is an area we now know we need to focus on improving.

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

Following the survey results, the PBIS committee will look into implementing new strategies to address these concerns.

Perception Data – Parents/Guardians

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

Our purpose and directions showed the highest satisfaction with an average score of 3.82. The top indicator was that our school's purpose statement is clearly stated (3.98).

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

There was an increase in parent satisfaction with the resources and support systems indicates that our parents feel that we are providing our students with a quality education and a safe learning environment.

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

Parents/guardians are not showing a major concern for any of the standards. The lowest score (3.71) was in teaching and assessing for learning.

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

No negative trends were identified. Lowest score was 3.71.

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

Increases in parents/guardians communication with administration and staff as well as parent involvement in the development of the District's strategic plan have helped parents better understand and be involved in our purpose and direction.

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

At this time survey results indicate that parents are stating satisfaction in all standards.

Perception Data – Teachers/Staff

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

The highest levels of satisfaction among teachers/staff were in the category of using results for continuous improvement (4.11).

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

Our data shows that staff are increasingly satisfied with student data collection/availability, as well as our current methods of identifying students requiring intervention. Our data also indicates that our staff is satisfied our purpose and direction (3.96) and our governance and leadership (3.95).

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

Although still mostly positive, the lowest overall level of staff satisfaction was in teaching and assessing for learning (3.7).

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

No negative trend identified. Lowest score was 3.7.

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

Increases in staff communication with administration and other staff members as well as teacher involvement in the development of the District's strategic plan have helped staff better understand and be involved in our purpose and direction.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

The district curriculum director, the building principal, department teachers, paraprofessionals, students, and parents make decisions on curriculum instruction and assessment. Because we are a small district, we rely heavily on Oakland ISD for research and leadership.

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

We have sent many of our staff members to the CCSS training held by our Intermediate School District (Oakland), which can be documented through ISD and local records, and they have all come back to the building to share their knowledge with their colleagues. Each grade level has at least one representative in the areas of ELA, Math, Science, Social Studies and electives. Last year our math and ELA teachers piloted the CCSS units and provided feedback to the county for adjustments needed. We are just beginning this implementation, but evidence is clearly provided by work done in Atlas Rubicon, lesson plans and observations, as well as sharing at staff meetings.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Clarenceville Middle School is a 6-8 building. Literacy and math are tested in grades 1-5 at both of the elementary buildings we have in the district.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://moodle.oakland.k12.mi.us/clarenceville/pluginfile.php/34927/block_html/content/MS_AER_2012-13.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Plan is started in Career Cruising in 7th grade then revisited with the students when they start their 8th grade year. Plan is used again in the spring when the high school counselors work with the students on their high school schedules.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs are reviewed in 8th grade by high school Career Center Coordinator and counselors.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Clarenceville Middle School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Paul Shepich, Superintendent, 20210 Middlebelt Rd, Livonia MI, 48152 (248) 919 0400	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		CMS Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		CMS Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Focus of the professional development at Clarenceville Middle School during the 2014-15 school year will be preparing our staff to refine implementation of Common Core State Standards, close and critical reading, and continue staff development through the TRIG program in preparation for state level assessments. Through the professional development activities offered we feel we will be working on the areas we need to address to help our staff improve their instruction thus improve student achievement.	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Throughout the school year, Clarenceville Middle School, staff works very hard at collaboration while continually analyzing data and making changes where needed to improve student learning. During after school meetings content meetings, and grade level meetings administrators, classroom teachers, special education teachers and Title I teachers and para-educators work on analyzing data from different sources of achievement data, NWEA, EXPLORE, state assessment data, benchmark data, report cards, etc to determine which students need to be in what types of interventions we can offer them. Perception, attendance, and behavior data is also analyzed.

The CMS staff are all active members and serve on one of the three curriculum committees of Reading, Math, or Writing. These committees meet to review math and reading data to find areas of success and weakness which drive the direction of instruction, work on the School Improvement Plan, and plan for curricular activities to build parental involvement and knowledge in the programs used at CMS. In addition, content area teachers are given time to meet to align all subject areas to the Common Core Standards.

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

Data was analyzed for building culture & climate, reading, writing and math (MEAP, NWEA, Benchmark Data, EXPLORE) Student achievement data varied by grade level and content area. The largest gap continues to be between students with disabilities and general education students. In most, but not all data there was a gap present between African American students and Caucasian students.

Three program evaluations were completed, including Title 1 paraprofessionals, Reading Intervention Lab , and Math Intervention Lab

Perception data indicates:

Student perception:

We have positive trends in teaching and learning assessment. We think this is to due to our district having more materials aligned to the common core and as a staff we have more consistent implementation of the standards and a more rigorous curriculum. In addition, we have included benchmark assessment and NWEA to our assessment protocol. An area we now know we need to focus on improving on is student respect for the property of others and helpfulness to others they do not consider friends.

Parent perception:

We have an increase in parent satisfaction with the resources and support systems which indicates that our parents feel that we are providing our students with a quality education and a safe learning environment. There are no real areas of concern from the parents. On a five point scale the lowest score (3.71) was in teaching and assessing for learning.

Staff perception:

Our data shows that staff are increasingly satisfied with student data collection/availability, as well as our current methods of identifying students requiring intervention. Our data also indicates that our staff is satisfied our purpose and direction (3.96) and our governance and leadership (3.95).

Our daily average absence rate is 6.16, up slightly from last year which was 5.02.

Our free and reduced lunch population is at 63.4%, up from last year which was 55.7%

Student discipline data was analyzed by number of referrals and nature of the offense. Referrals for harassment, bullying and physical violence are all down from last year. Referrals for disruptive conduct rose from last year's totals. Total number of referrals for 2013-2014 rose from the previous year. Data indicates that the increase was due to tardy referrals and not behavior referrals.

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

All student achievement and perception data were examined, analyzed and considered as the team created goals, strategies and activities.

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?

Since we are a school wide Title One building, all of our students qualify for Title One services. Therefore, our goals address the needs of both the whole school population and children who are disadvantaged simultaneously. Any child can receive tutoring services by student, parent or staff request. Specific criteria has been set by staff for ELA Intervention and Math Lab programs since resources are limited by Title One and 31a funding.

Component 2: Schoolwide Reform Strategies

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

Close and critical reading, academic vocabulary strategy, progress monitoring, differentiated instruction, and writing across the curriculum.

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).

Our methods and strategies, including close and critical reading, academic vocabulary strategies and writing across the curriculum reinforce literacy across all programs, which supplement and accelerate literacy instruction for all subgroups, most notably students with disabilities and economically disadvantaged students.

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

We're not meeting our annual objectives in every content area. Specific focus on ELA and mathematics will help support all content areas including science and social studies.

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.

Successmaker: Focused intervention for at-risk students in math and ELA.

AARI: Focused reading intervention for students below grade level reading proficiency.

Small Group Instruction/Tutoring: Additional instruction is available for all sub-groups before, after, and during school.

Progress Monitoring: Staff continuously monitors progress of at-risk students to determine placements in interventions.

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

We triangulate MEAP, NWEA and Benchmark Assessment Data in order to determine best placement to meet the needs of each individual student.

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	All of the instructional paraprofessionals working in CMS have met one or more requirement for highly qualified.	

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	All of the teachers at CMS are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There has been no turnover in the 2013-2014 school year.

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

The following statistics represent the experience level of CMS teachers:

24 Teachers Total -

0-3 Years Experience: 4 teachers

4-8 Years Experience: 5 teachers

9-15 Years Experience: 6 teachers

15+ Years Experience: 9 teachers

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

Teacher turnover rates are not a problem at Clarenceville Middle School. The primary reason for turnover is due to in-district involuntary transfers. Clarenceville Middle School has been a pioneer in developing research-based programs that enhance instruction and support teachers in the classroom. New teachers are supported through orientation and mentor programs. Practical and useful professional development opportunities and cohesive instructional grade-level teams are attractive programs that appeal to highly qualified teachers and instructional paraprofessionals. These practices not only enhance staff performance but also student learning.

Our district motto is "We are a small district with a big heart." Because we are such a small district, CMS teachers are continuously involved in making decisions regarding curriculum, assessment, climate, and instruction. Administration, school improvement team, and staff work together to carry out our mission of being dedicated to student learning. Many classrooms at Clarenceville Middle School are equipped with LCD projectors, ELMO's, Airliners, and educational computer programs/games. Ongoing renovations, such as building wide WiFi continue to update our building and grounds. The district offers a compensation package that is competitive with surrounding districts, which helps to attract and keep highly qualified teachers.

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

Teacher turnover rates are not a problem at Clarenceville Middle School. The primary reason for turnover is due to in-district involuntary transfers. Clarenceville Middle School has been a pioneer in developing research-based programs that enhance instruction and support teachers in the classroom. New teachers are supported through orientation and mentor programs. Practical and useful professional

development opportunities and cohesive instructional grade-level teams are attractive programs that appeal to highly qualified teachers and instructional paraprofessionals. These practices not only enhance staff performance but also student learning.

Our district motto is "We are a small district with a big heart." Because we are such a small district, CMS teachers are continuously involved in making decisions regarding curriculum, assessment, climate, and instruction. Administration, school improvement team, and staff work together to carry out our mission of being dedicated to student learning. Many classrooms at Clarenceville Middle School are equipped with LCD projectors, ELMO's, Airliners, and educational computer programs/games. Ongoing renovations, such as building wide WiFi continue to update our building and grounds. The district offers a compensation package that is competitive with surrounding districts, which helps to attract and keep highly qualified teachers.

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

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 and the goals of the school improvement plan.

Training on implementation and monitoring of close and critical reading program and academic vocabulary strategies. Staff will also receive training on revised PBIS strategies.

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

These professional developments are based on the comprehensive needs assessment. Building PD is discussed and scheduled by the school improvement team, and is aligned to the goals, objectives, strategies and activities contained in the building SIP. Staff meetings throughout the year ensure that implementation is ongoing and current.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		CMS 2014-2015 PD SIP GUIDE

Component 6: Strategies to Increase Parental Involvement

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

Clarenceville Middle School believes that parental involvement is a valuable component of student academic, social and behavioral growth. Its vision is to involve parents and the community in the educational process by creating shared learning experiences. Parents are involved with the decision making of the building, are members of the school improvement team, are involved in parent organizations, are participants in the school improvement survey, and involved in implementation and annual evaluation of the CMS plan.

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

Clarenceville Middle School provides a variety of opportunities for parent/community involvement including open houses for each grade, fall and spring parent/teacher conferences, monthly parent group meetings, monthly activity nights, and field trips. Parents are also asked to support their students in the Outside Reading Project, research papers and summer math packets. Other types of communication that are in place to support student achievement include a student newsletter, district website, Homework Connection, MIStar, progress reports, and report cards.

Monthly parent meetings are held to discuss SIP goals, objectives, strategies and activities.

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

CMS values parent survey feedback. Our latest survey was given in the spring of 2014. CMS encourages informal feedback throughout the school year. Parents may offer suggestions and comments in person or anonymously at the monthly parent meetings. Both formal and informal feedback is used to help us improve student achievement. Parents will assist in the annual review and revision of the school improvement plan inclusive of the parental involvement component.

The school improvement team (inclusive of parents) will evaluate the parent involvement component of the schoolwide plan annually using a survey at the spring conferences and by monitoring attendance to and feedback from parental involvement activities throughout the year. The results of the evaluation will be analyzed by the school improvement team to make necessary revisions to the school improvement plan.

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		CMS Parent Involvement Policy

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

The following strategies demonstrate the implementation of the CMS

parental involvement policy and comply with the requirements of Section 1118:

-Parents are provided with a curriculum overview at grade level curriculum nights/open houses.

Curriculum guides are also posted online.

-ELA and math teachers hold additional separate curriculum nights to support parents by providing them with strategies, directions and online resources.

-In August/September, the parent/student/school compact is discussed with parents at grade level meetings and in the opening newsletter. The compact was developed by the school improvement team inclusive of parent members during the summer of 2009. The compact was revised by the school improvement team and parent volunteers in the spring of 2012. All students must return a signed compact to their advisory teacher who turns them into the office. If a student is having academic or behavioral difficulty, the compact is revisited in a conference with the student and parents.

-MIStar gradebook provides parents current access to a student's grades in each class.

-Homework Connection is posted on-line so that parents are aware of the assignments given in class.

-Phone calls, e-mails, individual conferences with grade level student assistance teams and mailed progress reports are forms of communication to involve parents in their student's learning

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

CMS values parent survey feedback. Our surveys are given in the spring of each year. CMS encourages informal feedback throughout the school year. Parents may offer suggestions and comments in person or anonymously at the monthly parent meetings. Both formal and informal feedback is used to help us improve student achievement. Parents will assist in the annual review and revision of the school improvement plan inclusive of the parental involvement component.

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

Generally, parents are pleased with the climate, curriculum and instruction of the school. Parents/guardians are not showing a major concern for any of the standards. When asked to select an area of concern they would like more information/training on, parents indicated they would like to be better educated on how we use results from all of the testing we are doing with students and how the testing relates to and/or impacts our instruction.

8. Describe how the School-Parent Compact was developed.

The compact was developed by the school improvement team inclusive of parent members during the summer of 2009. In 2012, the compact was revised by a team of staff members and parents.

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

N/A

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

The compact is discussed with parents at our open houses and 6th grade orientation. The compact is distributed in advisory classes and collected after parent signatures are obtained. The process of reading and signing a new compact at the beginning of each year keeps the focus on expectations of parents, students and teachers and reinforces the home/school connection. Compacts are also re-visited during parent meetings to discuss student behavioral or academic difficulties.

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

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

In carrying out parental involvement requirements of Section 1118, CMS provides opportunities for the participation of parents of all students. Parents of special education students receive a copy of the IEP, IEP progress reports and three year re-evaluation results of the Woodcock Johnson academic achievement test. Parents who claim homelessness are provided aid through the Homeless Act, and the students are given a backpack with school supplies when needed. In accordance with federal law, parents of Limited English Proficiency (LEP) students are provided notice regarding their student's placement in and information about the district's LEP program. The notice includes program content, an explanation of the value of the program and parental rights regarding the program. The notice is presented in a format that the family can understand. When necessary, interpreters are brought in to facilitate communication between non-English speaking parents and staff regarding the welfare and education of their students. The district ELL coordinator works with all LEP students and their 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?

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

School based academic assessments are a result of collaboration between teachers and administration.

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

All teachers at Clarenceville Middle School analyze data for their individual classrooms, and collaborate with grade-level teams to ensure academic achievement.

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

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

CMS has a process in place to identify students having difficulty mastering the state's academic achievement standards at a proficient level.

The process includes the following:

- Disaggregation and analysis of MEAP and NWEA scores by administration, departments, leadership team, and whole staff
- Disaggregation and analysis of local benchmark assessment scores by administration, departments, leadership team, and whole staff
- Monitoring of card-marking grades by administration, teachers, and instructional paraprofessionals
- Weekly grade-level team meetings to identify students having academic and/or behavioral difficulties
- Parent communication via MIStar, e-mail, phone, and in-person conferences
- Teacher observation of GLCE/CCSS mastery
- Student / teacher consultation

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?

At CMS, timely additional interventions are provided to assist students experiencing academic or behavioral difficulties. These include, but are not limited to, the following:

- Differentiated instruction
- "Successmaker" program
- AARI Program
- Co-teaching in core academic classes
- Pre-teaching and remediation by an intervention specialist and Title I paraprofessionals in a small group or individual setting based on student need
- Before and after school tutoring
- Lunchtime tutoring, writing labs, and reading groups
- English as a second language support
- Intervention ladder
- Individual counseling
- Behavioral intervention groups

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

School Improvement Plan

Clarenceville Middle School

Differentiated instruction is used to address the needs of all students. The strategies include, but are not limited to, the following:

- Acceleration and deceleration of some academic classes
- Teaching to various learning styles
- Modified curriculum instruction and assessment
- Accommodations made to support a 504 or an IEP
- Leveled groups within the classroom
- Small group instruction
- Hands-on and manipulative activities, lessons, labs
- Cooperative learning groups
- Leveled assessment products
- Use of technology

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

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

Title I, Title II A, 31a, and district general funds support a variety of programs. Each of these programs is intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational role.

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.

1. Comprehensive Needs Assessment -General Fund

-CMS Schoolwide transition process

-Data Analysis Training/Meetings

2. Schoolwide Reform Strategies- General Fund, Title I and Title IIA

CMS School Improvement/ Schoolwide Plan

- Academic goals and strategies

- Adoption of Positive Behavior Support system

- Culture and climate goals to be decided

3. Instruction by Highly Qualified Professional Staff-General Fund (if necessary)

- All staff (teachers / paraprofessionals) are highly qualified.

4. Strategies to attract High Quality Teachers to High Needs Schools-General Fund, Title IIA

- New Teacher Orientation Program

- Mentoring and Training

- District Professional Development

- Conferences to support continuous learning

- Appreciation Luncheons

- Technology

5. High-Quality and Ongoing Professional Development-Title IIA, General Fund

- Differentiated Instruction

- Benchmark Assessments

- Assessment and Rubrics

-Other as required in SIP

6. Strategies to Increase Parental Involvement-Title I and General Funds

- Parent Involvement Evening Educational Programs

- Social Programs and Celebrations

7. Preschool Transition Strategies- N/A

- N/A

8. Teacher Participation in Making Assessment Decisions- Title I, General Funds

- Data Analysis Training / Meetings

- Benchmark Assessment Training

School Improvement Plan

Clarenceville Middle School

- Curriculum Meetings

- Team Meetings

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards- Title I, Title IIA, IDEA, 31a and General Funds

- Paraprofessionals

- Tutoring Programs

- Differentiated Instruction Training and Materials

- Anti-bullying Program

- Behavior Intervention Specialist

- Technology Resources

- Team Building Activities

10. Coordination and Integration of Federal, State, and Local Programs and Resources- General Funds

- Central Office organizes and coordinates funds at the State and Federal level.

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.

The CMS school improvement team leads the CMS professional learning community in strategies to reach out to, communicate and work with parents as partners in their students' education. Members of the team attend conferences and workshops to learn new strategies and then teach the rest of the staff. Conferences between the principal and intervention paraprofessionals take place to monitor academic progress of at-risk students and to plan needed communication with parents. Individual conferences to create a plan for success are held with students and parents whenever a student is deemed to be struggling behaviorally or academically.

CMS provides many forms of support for the children who attend our school. Academically we provide materials and resources to help students in all content areas, many of which are funded by Title I A or 31a. Advisory and grade-level large group time are utilized to educate students about violence prevention and nutrition.

Evaluation:

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

Clarenceville Middle School annually evaluates the implementation plan and programs through the school improvement process. The entire staff is involved in the evaluation process through informal conversations, analysis at grade-level and department meetings, discussions at staff meetings, and staff surveys.

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.

At-risk students are identified using all data to plan intervention strategies that will ensure student achievement. The school improvement team continuously monitors the implementation and revision of the school improvement plan by collecting and analyzing data for CMS demographics, attendance, discipline, student / parent / teacher perceptions, and student achievement. Additionally, this team conducts a formal annual review in late spring of each school year and makes revisions as needed to ensure continuous improvement of students at CMS.

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.

The teachers and School Improvement Team disaggregates data in order to examine achievement gaps in ALL subgroups. Students are placed in support classes and given intervention opportunities according to their needs. Academic progress of students placed in these classes are continuously monitored. Effectiveness of the programs is based on the academic improvement of the students.

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

Clarenceville Middle School annually evaluates the implementation plan and programs through the school improvement process. The staff uses data from MEAP, NWEA, Comprehensive Needs Assessment, and local benchmark assessments to determine if the middle school goals were met. The entire staff is involved in the evaluation process through informal conversations, analysis at grade-level and department meetings, discussions at staff meetings, and staff surveys. At-risk students are identified using all data to plan intervention strategies that will ensure student achievement. The school improvement team continuously monitors the implementation and revision of the school improvement plan by collecting and analyzing data for CMS demographics, attendance, discipline, student / parent / teacher perceptions, and student achievement. Additionally, this team conducts a formal annual review in late spring of each school year and makes revisions as needed to ensure continuous improvement of students at CMS.

CMS Goals 2014 - 2015

Overview

Plan Name

CMS Goals 2014 - 2015

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 will demonstrate proficiency in reading.	Objectives: 3 Strategies: 5 Activities: 19	Academic	\$549700
2	All students will demonstrate proficiency in mathematics.	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$280200
3	All students will demonstrate proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$285000
4	All students will demonstrate proficiency in science.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$5000
5	All students will demonstrate a proficiency in social studies.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$5000

Goal 1: All students will demonstrate proficiency in reading.

Measurable Objective 1:

67% of All Students will demonstrate a proficiency on the Spring 2015 State Assessment in English Language Arts by 05/29/2015 as measured by Spring 2015 State Assessment.

Strategy 1:

Close and Critical Reading - Teachers will use the Close and Critical Reading protocol aligned to the Common Core State Standards to teach students how to comprehend complex text as demonstrated by answering questions such as the following:

Step 1: What does the text say?

Step 2: How does the text say it? Or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis/concept of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?

Step 4: What does the text mean to me or society?

Research Cited: What research did you review to support the use of this strategy and action plan?

Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) *Writing and learning in Australia*, Dellasta Books in association with Oxford University Press, Melbourne.

Research Supporting Step # 2

How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text. *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

School Improvement Plan

Clarenceville Middle School

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and

Production of Expository Text." *Reading Research Quarterly*, 19, 134-146.

Research Supporting Step # 3

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) Discussion,

Comprehension, and Knowledge Acquisition in Content Area

Classrooms (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). Increasing Students Sensitivity to Sources of Information: An

Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Research Supporting Step #4

What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association

Garmston, R. J., & Wellman, B. M. (1992). *How to make presentations that teach and transform*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. J., & Wellman, B. M. (2009). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Professional Learning (Getting Ready)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	Title II Part A	All teaching staff

Activity - Close and Critical Reading Instruction Activity (Implement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff

School Improvement Plan

Clarenceville Middle School

Activity - Tri-Annual Close and Critical Reading Assessment Activity (Evaluate)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff

Activity - Walk-throughs and Lesson Plans (Monitor)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff.

Strategy 2:

Academic Vocabulary - Implement a school wide focus on vocabulary words to increase background knowledge for academic achievement.

Research Cited: Research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame'enui, & Ash, 2003; National Reading Panel, 2000; RAND Reading Study Group, 2002).

Two major independent word learning strategies are the use of context and morphology clues. While studies on the use of context clues as an independent and versatile strategy for word learning have been somewhat limited, and some even cautionary about the limitations of naturally occurring contexts (Baldwin & Schatz, 1985; Schatz & Baldwin, 1986), there is sufficient evidence to support instruction in context clues for helping middle grades students infer word meanings (Buikema & Graves, 1993; Jenkins, Matlock, & Slocum, 1989; Kuhn & Stahl, 1998; Patberg, Graves, & Stibbe, 1984).

The well-known and widely accepted research of Beck, McKeown, and their colleagues (Beck, Perfitti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfitti, 1983; McKeown, Beck, Omanson, & Pople, 1985) with upper elementary and middle grades students has shown that effective vocabulary instruction places an emphasis on the semantic relationship among words. In these studies, instruction moved beyond the definitional level to include activities for presenting words in semantic categories, using words in meaningful sentence contexts, and applying words in new contexts. Beck, McKeown, and their colleagues concluded that both word learning and comprehension were positively impacted by instruction that focused on the semantic relatedness of words; highlighted words central to passage understanding; and provided students with frequent, meaningful encounters with words.

Tier: Tier 1

School Improvement Plan

Clarenceville Middle School

Activity - Dear Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allow for 20 minutes of Dear reading within a daily rotation from content to content. The students will use this time for silent reading and will also be asked to read for a minimum of 20 minutes each day outside of school.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff
Activity - Classroom Use of Academic Vocabulary Enriched Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create content specific word wall for student use during content rich classroom conversations	Implementation	Tier 1	Implement	09/02/2014	06/10/2015	\$0	No Funding Required	All teaching staff, para educators, building administration
Activity - Staff development in Marzano's 6 Steps to Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in Marzano's 6 Steps to Academic Vocabulary aligned to CCSS to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/25/2014	01/15/2015	\$0	No Funding Required	Building administration, all teaching staff, para educators
Activity - Teacher Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plans will reflect the use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administration will conduct walk-throughs to observe the use of word wall and Marzano's 6 Steps.	Monitor	Tier 1	Monitor	10/06/2014	06/05/2015	\$0	No Funding Required	All teaching staff, building administration
Activity - Student Understanding of Marzano's 6 Steps to Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct school-wide evaluation of student understanding of grade level academic vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	12/01/2014	06/04/2015	\$0	No Funding Required	All teaching staff, para educators, building administration

School Improvement Plan

Clarenceville Middle School

Strategy 3:

Core Instruction Reading Performance Task - Staff members will administer performance tasks 2-4 times per month. Teachers will scaffold instruction by exposing students to open-ended, inquiry based reading analysis. Teachers will model for students using samples of exemplary student work in order for students to share their thinking and approach, including supporting evidence from text.

Research Cited: Research Cited: The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Tier: Tier 1

Activity - Tier 1 Core Instruction Reading Performance Task- Professional Learning Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on, research, and/or develop Performance Tasks aligned to the Common Core State Standards to measure students' abilities to demonstrate important knowledge and skills, including those that address 21st Century Skills such as critically analyzing and synthesizing texts.	Getting Ready	Tier 1	Getting Ready	09/11/2014	01/20/2015	\$0	No Funding Required	Building administration, SI team members

Activity - Tier 1 Core Instruction Reading Performance Task- Instruction Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Performance Tasks in reading instruction to help students demonstrate important knowledge and skills, including those that address 21st Century Skills such as critically analyzing and synthesizing texts.	Implementation	Tier 1	Implement	09/22/2014	05/29/2015	\$0	No Funding Required	All teaching staff

Activity - Tier 1 Core Instruction Reading Performance Task- Walk Throughs and Lesson Binders Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plans will reflect use of Performance Tasks in reading with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	06/05/2015	\$0	No Funding Required	All teaching staff, building administration

Activity - Tier 1 Core Instruction Reading Performance Task- Professional Learning Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

School will conduct school-wide pre, mid, and post assessments on Performance Tasks. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/22/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration
---	------------	--------	----------	------------	------------	-----	---------------------	---

Measurable Objective 2:

67% of All Students will demonstrate a proficiency in Reading in Reading by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Reading Interventions (Tier 2) - Teachers and paraprofessionals will provide interventions for students not mastering grade level expectations based on benchmark assessments, standardized test results and report card grades.

Research Cited: O'Connor, K. ((2002). How to grade for learning.

Thousand Oaks, CA: Corwin Press.

Chappuis, S., Stiggins, R.J., Arte, J. & Chappuis, J. (2001).

Classroom Assessment for Student Learning.

(2001). Portland, OR: Assessment Training Institute.

Marzano, R.J., Pickering, D. & Pollock, J. (2001).

Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H. F., Strong, R.W., Perini, M.J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA:

Association for Supervision and Curriculum Development.

Wormeli, R. (2005). Summarization in any subject.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

: Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$202500	Title I Part A	ELA teachers, Title I paraprofessionals, 31a Intervention teacher, special education teachers
--	--------------------------	--------	-----------	------------	------------	----------	----------------	---

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcement of reading comprehension skills for struggling students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$7200	Title I Part A	Title I Paraprofessionals

Activity - Monitor Progress of all Reading Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-line assessment three times annually to monitor student growth achievement.	Technology	Tier 1	Monitor	09/08/2014	05/29/2015	\$0	No Funding Required	ELA teachers and Title I paraprofessionals

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses struggling readers and students learning the English language who meet the Tier II criteria. Through literature-based readings and skill activities, it will be used to supplement our core reading program and regular ELA classrooms. The courses will provide additional practice in the development of vocabulary, comprehension, phonics skills, and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$120000	Section 31a	Intervention teachers and paraprofessionals

Measurable Objective 3:

67% of All Students will demonstrate a proficiency in Reading in Reading by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Reading Interventions (Tier 3) - Teachers and paraprofessionals will provide interventions for students not mastering state GLCEs based on benchmark assessments, standardized test results and report card grades.

Research Cited: O'Connor, K. ((2002). How to grade for learning.

Thousand Oaks, CA: Corwin Press.

School Improvement Plan

Clarenceville Middle School

Chappuis, S., Stiggins, R.J., Arte, J. & Chappuis, J. (2001).

Classroom Assessment for Student Learning.

(2001). Portland, OR: Assessment Training Institute.

Marzano, R.J., Pickering, D. & Pollock, J. (2001).

Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H. F., Strong, R.W., Perini, M.J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA:

Association for Supervision and Curriculum Development.

Wormeli, R. (2005). Summarization in any subject.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 3

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses struggling readers and students learning the English language who meet the Tier II criteria. Through literature-based readings and skill activities, it will be used to supplement our core reading program and regular ELA classrooms. The courses will provide additional practice in the development of vocabulary, comprehension, phonics skills, and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$120000	Section 31a	Intervention teachers and paraprofessionals.
Activity - Adolescent Accelerated Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction to meet students where they are academically to accelerate their reading growth through instruction built around: Responsive teaching, Inferencing and critical thinking, Text structures, Text-talk, and questioning the author Community	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$95000	Title I Part A, Section 31a	AARI Instructor, Title 1 para

Goal 2: All students will demonstrate proficiency in mathematics.

School Improvement Plan

Clarenceville Middle School

Measurable Objective 1:

46% of All Students will demonstrate a proficiency in all domains in Mathematics by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Differentiated Instruction - Teachers will implement differentiated instruction in math classrooms.

Research Cited: Tomlinson, C.A. (2004). How to differentiate instruction in mixed ability classrooms. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tomlinson, C.A. (1999). The differentiated classroom:

Responding to the needs of all learners. Alexandria,

VA: Association for Curriculum and Development.

Tier:

Activity - Math Extension Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science will add the frequency of math related science activities. Science teachers will hold students accountable for properly labeling the units of any measurement they measure.	Direct Instruction	Tier 1		09/09/2013	06/13/2014	\$0	No Funding Required	All science teachers, 1 special education teacher.

Activity - Use of Manipulatives and higher level thinking activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will use manipulatives and higher level thinking activities to improve the learning of ALL students,	Direct Instruction	Tier 1		09/09/2013	06/13/2014	\$0	No Funding Required	Mathematics teachers, special education teachers

Measurable Objective 2:

46% of All Students will demonstrate a proficiency in all domains in Mathematics by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Math Interventions (Tier 2) - Teachers and paraprofessionals will provide interventions for students not mastering State GLCEs based on benchmark assessments, standardized test results and report card grades.

Research Cited: Marzano, R.J., Pickering, D. & Pollock, J. (2001).

Classroom instruction that works: Research-based

School Improvement Plan

Clarenceville Middle School

strategies for increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

"Creating or Selecting Intervention programs", NCTM, 2012.

"School-wide Strategies for Managing...", Jim Wright, www.interventioncentral.org, 2012.

"A Synthesis of Empirical Research on Teaching Mathematics to Low-achieving students", Scott baker, www.JimWrightonline.com, 2002.

"What works Clearinghouse", [Http://ies.ed.gov](http://ies.ed.gov), 2012.

Tier: Tier 2

Activity - Monitor Progress of all Math Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-line assessment three times annually to monitor student growth achievement.	Technology	Tier 1		09/09/2013	06/13/2014	\$1700	Title I Part A	Math teachers and paraprofessionals

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions may include, but are not limited to, small group instruction, before and after school tutoring, an intensive math support class, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/09/2013	06/13/2014	\$80000	Title I Part A, Section 31a	Mathematics teachers, Title I paraprofessionals, 31a Math Intervention Specialist

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinforcement of mathematical concepts for struggling students.	Academic Support Program	Tier 2	Implement	09/09/2013	06/13/2014	\$3500	Section 31a	Mathematics teachers, Title I paraprofessionals.

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

Addresses students in math who meet the Tier II criteria, through a math-based graphical user interface. It will be used to supplement our regular math curriculum. The courses will provide additional support in math concepts and application.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$120000	Section 31a	31a math Intervention teachers and paraprofessionals.
---	--------------------------	--------	-----------	------------	------------	----------	-------------	---

Measurable Objective 3:

46% of All Students will demonstrate a proficiency in all domains in Mathematics by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Math Interventions (Tier 3) - Teachers and paraprofessionals will provide interventions for students not mastering State GLCEs based on benchmark assessments, standardized test results and report card grades.

Research Cited: Marzano, R.J., Pickering, D. & Pollock, J. (2001).

Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

"Creating or Selecting Intervention programs", NCTM, 2012.

"School-wide Strategies for Managing...", Jim Wright, www.interventioncentral.org, 2012.

"A Synthesis of Empirical Research on Teaching Mathematics to Low-achieving students", Scott baker, www.JimWrightonline.com, 2002.

"What works Clearinghouse", Http://ies.ed.gov, 2012.

Tier: Tier 3

Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses students in math who meet the Tier II criteria, through a math-based graphical user interface. It will be used to supplement our regular math curriculum. The courses will provide additional support in math concepts and application.	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$75000	Section 31a, Title I Part A	31a math Intervention teacher and Title 1 paraprofessionals.

Goal 3: All students will demonstrate proficiency in writing.

Measurable Objective 1:

64% of All Students will demonstrate a proficiency in grade level writing. in English Language Arts by 05/29/2015 as measured by Spring 2015 State Writing Assessment.

School Improvement Plan

Clarenceville Middle School

Strategy 1:

Writing Interventions (Tier 2 and 3) - Teachers and paraprofessionals will provide interventions for students who are not being successful in writing as identified by MAISA rubrics, NWEA, classroom grades, and standardized assessments.

Research Cited: O'Connor, K. ((2002). How to grade for learning.

Thousand Oaks, CA: Corwin Press.

Chappuis, S., Stiggins, R.J., Arte, J. & Chappuis, J. (2001).

Classroom Assessment for Student Learning.

(2001). Portland, OR: Assessment Training Institute.

Marzano, R.J., Pickering, D. & Pollock, J. (2001).

Classroom instruction that works: Research-based strategies for increasing student achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H. F., Strong, R.W., Perini, M.J. (2007). The

strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA:

Association for Supervision and Curriculum Development.

Wormeli, R. (2005). Summarization in any subject.

Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - (Tier 2 and 3) Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$202500	Title I Part A	*Special education teachers *ELA and Writer's Workshop teachers *31a ELA Intervention specialist *Title I paraprofessionals *ELA Intervention Specialist
--	--------------------------	--------	-----------	------------	------------	----------	----------------	--

Activity - (Tier 2 and 3) Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring session held before school, at lunch, and after school to reinforce the writing skills of struggling students.	Academic Support Program	Tier 2	Implement	09/08/2014	06/11/2015	\$7500	Section 31a	para educators, intervention teachers

Activity - (Tier 2 and 3) ELA Intervention Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses struggling who meet the Tier 2 and Tier 3 criteria. Used to supplement the writing done in ELA classrooms. The courses will provide additional practice in the development of vocabulary and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$75000	General Fund	ELA Intervention teacher, para educator

Strategy 2:

Writing Across the Curriculum (Tier 1) - All teachers will assign 1 extended and 1 brief writing assignment (or 3 brief) every 12 weeks.

Research Cited: Culham, R.(2003). 6 + 1 traits of writing. New York, NY: Scholastic Inc.

Tier: Tier 1

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write one extended and one brief assignment (or 3 brief) every 12 weeks in each class.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	All teaching staff and para educators

School Improvement Plan

Clarenceville Middle School

Activity - Writer's Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of a writer's notebook in ELA, Social Studies and Science	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	ELA, social studies and science teachers

Strategy 3:

Core instruction Narrative and Informational Writing Performance Task (Tier 1) - Staff members will administer performance tasks at least two times per month. Teachers will scaffold instruction for students in narrative and informational writing that includes an appropriately balanced and well-developed setting up of a conflict/problem, development of plot and characters, resolution/conclusion, appropriately balanced and well-developed introduction/thesis, development of supporting details/examples, and conclusion..

Research Cited: The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generations assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

Smarter Balanced Assessment consortium

<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Tier: Tier 1

Activity - Narrative and Informational Writing Performance Task PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning on, research, and/or develop of Performance Tasks aligned to the Common Core State Standards which assess narrative writing which includes an appropriately balanced and well-developed setting up of a conflict/problem, development of plot and characters, and resolution/conclusion, appropriately balanced and well-developed introduction/thesis, development of supporting, details/examples, and conclusion.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/15/2015	\$0	No Funding Required	Administration, teaching staff

Activity - Narrative and Informational Writing Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

All teachers will use Performance Tasks which engage students in narrative and informational writing that included an appropriately balanced setting up of a conflict/problem, development of plot and characters, resolution/conflict, appropriately balanced and well-developed introduction/thesis, development of supporting details/examples, and conclusion.	Implementation	Tier 1	Implement	09/22/2014	05/29/2015	\$0	No Funding Required	All teaching staff, para educators,
Activity - Narrative and Informational Writing Performance Task Lesson Plans and Walk-through	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson binders will reflect use of Performance Tasks in writing with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	05/29/2015	\$0	No Funding Required	All teaching staff, building administration
Activity - Assessment of Narrative and Informational Writing Performance Task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will conduct appropriate grade level pre and post assessments for each writing unit. Results will be analyzed using the MAISA rubric and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/19/2014	06/11/2015	\$0	No Funding Required	ELA and Writing Workshop teachers
Activity - Analysis of Narrative and Informational Writing Performance Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA and teachers will receive necessary school time for analyzing student writing scores and ongoing writing projects. Teachers will meet during after school meetings as necessary to address all writing questions, concerns, and sharing ideas.	Evaluation	Tier 1	Evaluate	11/20/2014	06/11/2015	\$0	No Funding Required	ELA and Writers Workshop teachers

Goal 4: All students will demonstrate proficiency in science.

Measurable Objective 1:

36% of All Students will demonstrate a proficiency in all domains in Science by 05/15/2015 as measured by Spring 2015 State Assessment Measure.

Strategy 1:

Academic Vocabulary for Science - Staff members will provide large group instruction in the area of comprehension of academic vocabulary. Staff members will use Marzano's 6-Step Process. All teachers will make every attempt and Science teachers will create science specific Word Walls for student use during content rich classroom conversations.

Research Cited: Research indicates that there is a strong, positive, reciprocal relationship between word knowledge and

School Improvement Plan

Clarenceville Middle School

reading comprehension (Baumann, Kame'enui, & Ash, 2003; National Reading Panel, 2000; RAND Reading Study Group, 2002).

Two major independent word learning strategies are the use of context and morphology clues. While studies on the use of context clues as an independent and versatile strategy for word learning have been somewhat limited, and some even cautionary about the limitations of naturally occurring contexts (Baldwin & Schatz, 1985; Schatz & Baldwin, 1986), there is sufficient evidence to support instruction in context clues for helping middle grades students infer word meanings (Buikema & Graves, 1993; Jenkins, Matlock, & Slocum, 1989; Kuhn & Stahl, 1998; Patberg, Graves, & Stibbe, 1984).

The well-known and widely accepted research of Beck, McKeown, and their colleagues (Beck, Perfitti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfitti, 1983; McKeown, Beck, Omanson, & Pople, 1985) with upper elementary and middle grades students has shown that effective vocabulary instruction places an emphasis on the semantic relationship among words. In these studies, instruction moved beyond the definitional level to include activities for presenting words in semantic categories, using words in meaningful sentence contexts, and applying words in new contexts. Beck, McKeown, and their colleagues concluded that both word learning and comprehension were positively impacted by instruction that focused on the semantic relatedness of words; highlighted words central to passage understanding; and provided students with frequent, meaningful encounters with the words, Marzano, R.J. (2004). *Building background knowledge for academic achievement: Research on what works in schools.* Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Training in Marzano's 6 Steps to Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will participate in professional learning on Marzano's 6-Step Process aligned to Common Core State Standards to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	No Funding Required	All teaching staff, para educators, building administration
Activity - Classroom Use of Marzano's 6 Steps to Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers, and when relevant teachers of other contents, will use Marzano's 6 Steps to teach academic vocabulary in Science	Implementation	Tier 1	Implement	09/15/2014	06/11/2015	\$0	No Funding Required	All teachers
Activity - Classroom Use of Academic Vocabulary Enriched Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Clarenceville Middle School

Science teachers will create content specific word wall for science for students to use during content rich classroom conversations.	Implementa tion	Tier 1	Implement	09/15/2014	06/11/2015	\$0	No Funding Required	Science teachers
Activity - Teacher Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teacher lesson plans will reflect the use of Marzano's 6 Steps to develop Academic Vocabulary with a minimum of two pieces of student work as evidence as implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/15/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administrati on
Activity - Student Understanding of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Science teachers will conduct school-wide evaluation of student understanding of grade level Science Academic Vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	11/26/2014	06/11/2015	\$0	No Funding Required	Science teachers

Strategy 2:

Close and Critical Reading - Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to comprehend complex text as demonstrated by answering questions such as the following:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or What is the theme/thesis/concept of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?

Step 4: What does the text mean to me or to society?

Research Cited: Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning

activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) Writing and learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne.

School Improvement Plan

Clarenceville Middle School

Research Supporting Step # 2

How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text. *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and

Production of Expository Text. *Reading Research Quarterly*, 19, 134-146.

Research Supporting Step # 3

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) Discussion, Comprehension, and Knowledge Acquisition in Content Area

Classrooms (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). Increasing Students Sensitivity to Sources of Information: An

Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Research Supporting Step #4

What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association

Garmston, R. J., & Wellman, B. M. (1992). *How to make presentations that teach and transform*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. J., & Wellman, B. M. (2009). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Professional Learning (Getting Ready)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	Title II Part A	All teaching staff

School Improvement Plan

Clarenceville Middle School

Activity - Close and Critical Reading Instruction (Implement)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff and Title 1 para educators
Activity - Walk-throughs and Lesson Binders (Monitor)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plans/binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration
Activity - Tri-Annual Close and Critical Reading Assessment (Evaluate)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration

Strategy 3:

Science Performance Tasks - Teachers will administer performance tasks at least 2 times per month. Teachers will scaffold instruction by exposing students to open-ended, inquiry based math calculation and analysis. Teachers will model for students using samples of exemplary student work in order for students to explain their thinking and approach, including evidence and calculations.

Research Cited: The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments. Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Tier: Tier 1

Activity - Professional Learning Activity for Core Instruction Science Performance Task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

Staff will participate in professional learning on, research, and/or develop Performance Tasks aligned to the Common Core State Standards which require student-initiated planning, management of scientific information and ideas, interaction with other materials to reflect a real-world task and/or scenario-based problem through scientific process skills, and supported with relevant scientific evidence.	Professional Learning	Tier 1	Getting Ready	09/11/2014	11/26/2014	\$0	No Funding Required	All teachers, para educators, building administration
Activity - Instruction Activity for Core Instruction Science Performance Task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers, and when relevant other content area teachers, will use Performance Tasks which require student initiated planning, management of scientific information and ideas, interaction with other materials to reflect a real-world task and/or scenario based problem through scientific process skills, and supported with relevant scientific evidence.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	No Funding Required	All teaching staff and para educators
Activity - Walk Throughs and Lesson Plans Activity for Science Performance Task	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher lesson plans will reflect use of Performance Tasks in science with at least 2 pieces of student work per marking period. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	05/29/2015	\$0	No Funding Required	Science teachers, building administration
Activity - Science Performance Task Evaluation/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of our school-wide evaluation of performance tasks, school will conduct school wide pre, mid, and post assessments on Performance Tasks Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/29/2014	06/11/2015	\$0	No Funding Required	All teaching staff, para educators, building administration

Goal 5: All students will demonstrate a proficiency in social studies.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in achievement in Social Studies by 05/29/2015 as measured by Spring 2015 State Assessment.

Strategy 1:

Close and Critical Reading - Teachers will use the Close and Critical Reading protocol aligned to the Common Core State Standards to teach students how to comprehend complex text as demonstrated by answering questions such as the following:

Step 1: What does the text say?

Step 2: How does the text say it? Or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis/concept of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose author's intent?

Step 4: What does the text mean to me or society?

Research Cited: What research did you review to support the use of this strategy and action plan?

Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) *Writing and learning in Australia*, Dellasta Books in association with Oxford University Press, Melbourne.

Research Supporting Step # 2

How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text. *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and

Production of Expository Text. *Reading Research Quarterly*, 19, 134-146.

Research Supporting Step # 3

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) Discussion, *Comprehension, and Knowledge Acquisition in Content Area*

Classrooms (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). *Increasing Students Sensitivity to Sources of*

School Improvement Plan

Clarenceville Middle School

Information: An

Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Research Supporting Step #4

What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

Garmston, R. J., & Wellman, B. M. (1992). How to make presentations that teach and transform.

Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Tier: Tier 1

Activity - Close and Critical Professional Learning (Getting Ready)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	Title II Part A	All teaching staff
Activity - Close and Critical Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff
Activity - Walk-throughs and Lesson Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-thrus to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff
Activity - Tri-annual Close and Critical Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Clarenceville Middle School

School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	No Funding Required	All teaching staff
---	------------	--------	----------	------------	------------	-----	---------------------	--------------------

Strategy 2:

Academic Vocabulary for Social Studies - Staff members will provide large group instruction in the area of comprehension of academic vocabulary. Staff members will use Marzano's 6-Step Process. Teachers will create content specific Word Walls for student use during content rich classroom conversations.

Research Cited: Research Cited: Marzano, R.J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Training in Marzano's 6 Steps to Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will receive professional learning on Marzano's 6-Step Process aligned to Common Core State Standards to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	No Funding Required	All teaching staff, para educators, building administration

Activity - Classroom Use of Marzano's 6 Steps of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers, and when relevant other content area teachers, will use Marzano's 6 Steps to teach academic vocabulary in Social Studies.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	No Funding Required	All teaching staff

Activity - Classroom Use of Academic Vocabulary Enriched Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers, and when relevant other content area teachers, will create a word wall to display academic vocabulary pertaining to social studies. This word wall will be available to students during lessons, as well as content rich classroom discussions.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	No Funding Required	All teaching staff

Activity - Teacher Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Clarenceville Middle School

Teacher lesson plans will reflect use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/22/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration
--	---------	--------	---------	------------	------------	-----	---------------------	---

Activity - Student Understanding of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct school-wide evaluation of student understanding of grade level academic vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	11/27/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration

Strategy 3:

Social Studies Performance Task - Staff members will administer performance tasks 2-4 times per month. Teachers will scaffold instruction by exposing students to open-ended tasks which require student-initiated planning, management of information and ideas, interaction with other materials to reflect a realworldtask and/or scenario-based problem through critical analysis and synthesis, research skills, and use of relevant supporting evidence

Research Cited: Research Cited: The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Tier: Tier 1

Activity - Core Instruction Social Studies Performance Task PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning on, research, and/or develop performance tasks aligned to the Common Core State Standards which require student-initiated planning, management of information and ideas, interaction with other materials to reflect a real-world task and/or scenario-based problem through critical analysis and synthesis, research skills, and use of relevant supporting evidence.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	No Funding Required	All teaching staff, para educators, building administration

School Improvement Plan

Clarenceville Middle School

Activity - Core Instruction Social Studies Performance Task - Instruction Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers, and when relevant other content area teachers, will use performance tasks initiated planning, management of information and ideas, interaction with other materials to reflect a real-world task and/or scenario based problem through critical analysis and synthesis, research skills, and use of relevant supporting evidence.	Implementation	Tier 1	Implement	09/11/2014	06/11/2015	\$0	No Funding Required	All teaching staff
Activity - Teacher Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plans will reflect use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/15/2014	06/11/2015	\$0	No Funding Required	All teaching staff, building administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Interventions may include, but are not limited to, small group instruction, before and after school tutoring, an intensive math support class, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/09/2013	06/13/2014	\$10000	Mathematics teachers, Title I paraprofessionals, 31a Math Intervention Specialist
Success Maker	Addresses students in math who meet the Tier II criteria, through a math-based graphical user interface. It will be used to supplement our regular math curriculum. The courses will provide additional support in math concepts and application.	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$15000	31a math Intervention teacher and Title 1 paraprofessionals.
Adolescent Accelerated Reading Initiative	Small group instruction to meet students where they are academically to accelerate their reading growth through instruction built around: Responsive teaching, Inferencing and critical thinking, Text structures, Text-talk, and questioning the author Community	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$15000	AARI Instructor, Title 1 para
(Tier 2 and 3) Small Group Instruction	Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$202500	*Special education teachers *ELA and Writer's Workshop teachers *31a ELA Intervention specialist *Title I paraprofessionals *ELA Intervention Specialist

School Improvement Plan

Clarenceville Middle School

Monitor Progress of all Math Students	On-line assessment three times annually to monitor student growth achievement.	Technology	Tier 1		09/09/2013	06/13/2014	\$1700	Math teachers and paraprofessionals
Tutoring	Reinforcement of reading comprehension skills for struggling students.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$7200	Title I Paraprofessionals
Small Group Instruction	: Interventions may include, but are not limited to, small group instruction, before and after school tutoring, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$202500	ELA teachers, Title I paraprofessionals, 31a Intervention teacher, special education teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Professional Learning (Getting Ready)	Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text.	Getting Ready	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	All teaching staff
Close and Critical Professional Learning (Getting Ready)	Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	All teaching staff
Close and Critical Professional Learning (Getting Ready)	Staff will receive professional learning on Close and Critical Reading model aligned to the Common Core State Standards to increase student comprehension of complex and narrative text	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$5000	All teaching staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

Teacher Lesson Plans	Teacher lesson plans will reflect the use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administration will conduct walk-throughs to observe the use of word wall and Marzano's 6 Steps.	Monitor	Tier 1	Monitor	10/06/2014	06/05/2015	\$0	All teaching staff, building administration
Narrative and Informational Writing Performance Task Lesson Plans and Walk-through	Teacher lesson binders will reflect use of Performance Tasks in writing with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	05/29/2015	\$0	All teaching staff, building administration
Tri-Annual Close and Critical Reading Assessment (Evaluate)	School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	All teaching staff, building administration
Tri-Annual Close and Critical Reading Assessment Activity (Evaluate)	School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	All teaching staff
Walk-throughs and Lesson Binders (Monitor)	Teacher lesson plans/binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	All teaching staff, building administration
Close and Critical Reading Instruction (Implement)	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	All teaching staff and Title 1 para educators
Core Instruction Social Studies Performance Task PD	Staff will participate in professional learning on, research, and/or develop performance tasks aligned to the Common Core State Standards which require student-initiated planning, management of information and ideas, interaction with other materials to reflect a real-world task and/or scenario-based problem through critical analysis and synthesis, research skills, and use of relevant supporting evidence.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	All teaching staff, para educators, building administration
Classroom Use of Marzano's 6 Steps to Academic Vocabulary	Science teachers, and when relevant teachers of other contents, will use Marzano's 6 Steps to teach academic vocabulary in Science	Implementation	Tier 1	Implement	09/15/2014	06/11/2015	\$0	All teachers
Close and Critical Reading Instruction Activity (Implement)	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	All teaching staff

School Improvement Plan

Clarenceville Middle School

Science Performance Task Evaluation/Assessment	As part of our school-wide evaluation of performance tasks, school will conduct school wide pre, mid, and post assessments on Performance Tasks Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/29/2014	06/11/2015	\$0	All teaching staff, para educators, building administration
Classroom Use of Academic Vocabulary Enriched Word Wall	Staff will create content specific word wall for student use during content rich classroom conversations	Implementation	Tier 1	Implement	09/02/2014	06/10/2015	\$0	All teaching staff, para educators, building administration
Core Instruction Social Studies Performance Task - Instruction Activity	Social Studies teachers, and when relevant other content area teachers, will use performance tasks initiated planning, management of information and ideas, interaction with other materials to reflect a real-world task and/or scenario based problem through critical analysis and synthesis, research skills, and use of relevant supporting evidence.	Implementation	Tier 1	Implement	09/11/2014	06/11/2015	\$0	All teaching staff
Teacher Lesson Plans	Teacher lesson plans will reflect the use of Marzano's 6 Steps to develop Academic Vocabulary with a minimum of two pieces of student work as evidence as implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/15/2014	06/11/2015	\$0	All teaching staff, building administration
Monitor Progress of all Reading Students	On-line assessment three times annually to monitor student growth achievement.	Technology	Tier 1	Monitor	09/08/2014	05/29/2015	\$0	ELA teachers and Title I paraprofessionals
Professional Learning Activity for Core Instruction Science Performance Task	Staff will participate in professional learning on, research, and/or develop Performance Tasks aligned to the Common Core State Standards which require student-initiated planning, management of scientific information and ideas, interaction with other materials to reflect a real-world task and/or scenario-based problem through scientific process skills, and supported with relevant scientific evidence.	Professional Learning	Tier 1	Getting Ready	09/11/2014	11/26/2014	\$0	All teachers, para educators, building administration
Use of Manipulatives and higher level thinking activities	Mathematics teachers will use manipulatives and higher level thinking activities to improve the learning of ALL students,	Direct Instruction	Tier 1		09/09/2013	06/13/2014	\$0	Mathematics teachers, special education teachers

School Improvement Plan

Clarenceville Middle School

Student Understanding of Academic Vocabulary	Staff will conduct school-wide evaluation of student understanding of grade level academic vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	11/27/2014	06/11/2015	\$0	All teaching staff, building administration
Math Extension Activities	Science will add the frequency of math related science activities. Science teachers will hold students accountable for properly labeling the units of any measurement they measure.	Direct Instruction	Tier 1		09/09/2013	06/13/2014	\$0	All science teachers, 1 special education teacher.
Writer's Notebook	Use of a writer's notebook in ELA, Social Studies and Science	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	ELA, social studies and science teachers
Staff development in Marzano's 6 Steps to Academic Vocabulary	Staff will receive training in Marzano's 6 Steps to Academic Vocabulary aligned to CCSS to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/25/2014	01/15/2015	\$0	Building administration, all teaching staff, para educators
Narrative and Informational Writing Performance Task PD	Staff will participate in professional learning on, research, and/or develop of Performance Tasks aligned to the Common Core State Standards which assess narrative writing which includes an appropriately balanced and well-developed setting up of a conflict/problem, development of plot and characters, and resolution/conclusion, appropriately balanced and well-developed introduction/thesis, development of supporting, details/examples, and conclusion.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/15/2015	\$0	Administration, teaching staff
Teacher Lesson Plans	Teacher lesson plans will reflect use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/15/2014	06/11/2015	\$0	All teaching staff, building administration
Narrative and Informational Writing Performance Tasks	All teachers will use Performance Tasks which engage students in narrative and informational writing that included an appropriately balanced setting up of a conflict/problem, development of plot and characters, resolution/conflict, appropriately balanced and well-developed introduction/thesis, development of supporting details/examples, and conclusion.	Implementation	Tier 1	Implement	09/22/2014	05/29/2015	\$0	All teaching staff, para educators,

School Improvement Plan

Clarenceville Middle School

Classroom Use of Academic Vocabulary Enriched Word Wall	Social Studies teachers, and when relevant other content area teachers, will create a word wall to display academic vocabulary pertaining to social studies. This word wall will be available to students during lessons, as well as content rich classroom discussions.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	All teaching staff
Assessment of Narrative and Informational Writing Performance Task	ELA teachers will conduct appropriate grade level pre and post assessments for each writing unit. Results will be analyzed using the MAISA rubric and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/19/2014	06/11/2015	\$0	ELA and Writing Workshop teachers
Student Understanding of Marzano's 6 Steps to Academic Vocabulary	Staff will conduct school-wide evaluation of student understanding of grade level academic vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	12/01/2014	06/04/2015	\$0	All teaching staff, para educators, building administration
Tier 1 Core Instruction Reading Performance Task- Instruction Activity	All teachers will use Performance Tasks in reading instruction to help students demonstrate important knowledge and skills, including those that address 21st Century Skills such as critically analyzing and synthesizing texts.	Implementation	Tier 1	Implement	09/22/2014	05/29/2015	\$0	All teaching staff
Instruction Activity for Core Instruction Science Performance Task	Science teachers, and when relevant other content area teachers, will use Performance Tasks which require student initiated planning, management of scientific information and ideas, interaction with other materials to reflect a real-world task and/or scenario based problem through scientific process skills, and supported with relevant scientific evidence.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	All teaching staff and para educators
Walk-throughs and Lesson Binders	Teacher lesson binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	All teaching staff
Walk Throughs and Lesson Plans Activity for Science Performance Task	Science teacher lesson plans will reflect use of Performance Tasks in science with at least 2 pieces of student work per marking period. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	05/29/2015	\$0	Science teachers, building administration
Walk-throughs and Lesson Plans (Monitor)	Teacher lesson binders will reflect use of Close and Critical Reading Strategies with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Close and Critical Reading strategy.	Monitor	Tier 1	Monitor	09/02/2014	06/11/2015	\$0	All teaching staff.

School Improvement Plan

Clarenceville Middle School

Dear Reading	Teachers will allow for 20 minutes of Dear reading within a daily rotation from content to content. The students will use this time for silent reading and will also be asked to read for a minimum of 20 minutes each day outside of school.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$0	All teaching staff
Training in Marzano's 6 Steps to Academic Vocabulary	Staff members will receive professional learning on Marzano's 6-Step Process aligned to Common Core State Standards to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	All teaching staff, para educators, building administration
Teacher Lesson Plans	Teacher lesson plans will reflect use of Marzano's 6 Steps to develop academic vocabulary with a minimum of two pieces of student work as evidence of implementation. Administrators will conduct walk-throughs to observe the use of word walls and Marzano's 6 Steps to Academic Vocabulary.	Monitor	Tier 1	Monitor	09/22/2014	06/11/2015	\$0	All teaching staff, building administration
Training in Marzano's 6 Steps to Academic Vocabulary	Staff members will participate in professional learning on Marzano's 6-Step Process aligned to Common Core State Standards to increase understanding of academic vocabulary.	Professional Learning	Tier 1	Getting Ready	09/11/2014	01/19/2015	\$0	All teaching staff, para educators, building administration
Close and Critical Reading Instruction	All teachers will use Close and Critical reading strategies to teach summarization, text structure, theme and connecting to text.	Implementation	Tier 1	Implement	09/02/2014	06/11/2015	\$0	All teaching staff
Writing Across the Curriculum	Students will write one extended and one brief assignment (or 3 brief) every 12 weeks in each class.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	All teaching staff and para educators
Analysis of Narrative and Informational Writing Performance Tasks	ELA and teachers will receive necessary school time for analyzing student writing scores and ongoing writing projects. Teachers will meet during after school meetings as necessary to address all writing questions, concerns, and sharing ideas.	Evaluation	Tier 1	Evaluate	11/20/2014	06/11/2015	\$0	ELA and Writers Workshop teachers
Tri-annual Close and Critical Reading Assessment	School will conduct school-wide pre, mid and post assessments on Close and Critical Reading. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/02/2014	06/11/2015	\$0	All teaching staff
Tier 1 Core Instruction Reading Performance Task- Professional Learning Activity	School will conduct school-wide pre, mid, and post assessments on Performance Tasks. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	09/22/2014	06/11/2015	\$0	All teaching staff, building administration

School Improvement Plan

Clarenceville Middle School

Tier 1 Core Instruction Reading Performance Task- Professional Learning Activity	Staff will receive professional learning on, research, and/or develop Performance Tasks aligned to the Common Core State Standards to measure students' abilities to demonstrate important knowledge and skills, including those that address 21st Century Skills such as critically analyzing and synthesizing texts.	Getting Ready	Tier 1	Getting Ready	09/11/2014	01/20/2015	\$0	Building administration, SI team members
Tier 1 Core Instruction Reading Performance Task- Walk Throughs and Lesson Binders Activity	Teacher lesson plans will reflect use of Performance Tasks in reading with 2 pieces of student work. Administrators will conduct walk-throughs to observe use of Performance Tasks.	Monitor	Tier 1	Monitor	09/22/2014	06/05/2015	\$0	All teaching staff, building administration
Classroom Use of Marzano's 6 Steps of Academic Vocabulary	Social Studies teachers, and when relevant other content area teachers, will use Marzano's 6 Steps to teach academic vocabulary in Social Studies.	Implementation	Tier 1	Implement	09/22/2014	06/11/2015	\$0	All teaching staff
Classroom Use of Academic Vocabulary Enriched Word Wall	Science teachers will create content specific word wall for science for students to use during content rich classroom conversations.	Implementation	Tier 1	Implement	09/15/2014	06/11/2015	\$0	Science teachers
Student Understanding of Academic Vocabulary	Science teachers will conduct school-wide evaluation of student understanding of grade level Science Academic Vocabulary. Results will be analyzed using the Data Dialogue Protocol and implementation of the strategy will be adjusted as needed.	Evaluation	Tier 1	Evaluate	11/26/2014	06/11/2015	\$0	Science teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
(Tier 2 and 3) ELA Intervention Class	Addresses struggling who meet the Tier 2 and Tier 3 criteria. Used to supplement the writing done in ELA classrooms. The courses will provide additional practice in the development of vocabulary and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$75000	ELA Intervention teacher, para educator

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Clarenceville Middle School

Success Maker	Addresses struggling readers and students learning the English language who meet the Tier II criteria. Through literature-based readings and skill activities, it will be used to supplement our core reading program and regular ELA classrooms. The courses will provide additional practice in the development of vocabulary, comprehension, phonics skills, and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$120000	Intervention teachers and paraprofessionals.
Success Maker	Addresses struggling readers and students learning the English language who meet the Tier II criteria. Through literature-based readings and skill activities, it will be used to supplement our core reading program and regular ELA classrooms. The courses will provide additional practice in the development of vocabulary, comprehension, phonics skills, and writing. It will offer students instruction that is individualized and sequenced with immediate feedback.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$120000	Intervention teachers and paraprofessionals
Small Group Instruction	Interventions may include, but are not limited to, small group instruction, before and after school tutoring, an intensive math support class, individual instruction using Title I paraprofessionals, reteaching, and homework practice.	Academic Support Program	Tier 2	Implement	09/09/2013	06/13/2014	\$70000	Mathematics teachers, Title I paraprofessionals, 31a Math Intervention Specialist
(Tier 2 and 3) Tutoring	Tutoring session held before school, at lunch, and after school to reinforce the writing skills of struggling students.	Academic Support Program	Tier 2	Implement	09/08/2014	06/11/2015	\$7500	paraeducators, intervention teachers
Success Maker	Addresses students in math who meet the Tier II criteria, through a math-based graphical user interface. It will be used to supplement our regular math curriculum. The courses will provide additional support in math concepts and application.	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$60000	31a math Intervention teacher and Title 1 paraprofessionals.
Tutoring	Reinforcement of mathematical concepts for struggling students.	Academic Support Program	Tier 2	Implement	09/09/2013	06/13/2014	\$3500	Mathematics teachers, Title I paraprofessionals.
Adolescent Accelerated Reading Initiative	Small group instruction to meet students where they are academically to accelerate their reading growth through instruction built around: Responsive teaching, Inferencing and critical thinking, Text structures, Text-talk, and questioning the author Community	Academic Support Program	Tier 3	Implement	09/02/2014	06/11/2015	\$80000	AARI Instructor, Title 1 para

School Improvement Plan

Clarenceville Middle School

Success Maker	Addresses students in math who meet the Tier II criteria, through a math-based graphical user interface. It will be used to supplement our regular math curriculum. The courses will provide additional support in math concepts and application.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$120000	31a math Intervention teachers and paraprofessionals.
---------------	---	--------------------------	--------	-----------	------------	------------	----------	---