

Abbreviated Goals and Plans

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 63090

District Name: Clarenceville School District

School Code: 00699

School Name: Clarenceville Middle School

Section One – Plan

1. What multiple data sources were used to determine need?

State assessments, NWEA growth progress monitoring, and AdvancEd eSurvey (parent, staff, and student perception surveys)

2. Based on the data, what area(s) needs improvement?

MTSS Structure and Programming, Tier I Core Instruction, Academic and Behavioral Intervention, Social Emotional Learning

3. Write a measurable goal for each area of need:

GOAL #1: MTSS/INTERVENTION: A structured, data-based, and fluid MTSS Tier I, II, and III model will be implemented. Through this, we will see the following improvements on the Michigan state assessment:

- GROWTH:
 - ELA: Over 3 years, the percent of students reaching their growth target will increase 8.54%, or 2.85% each year.
 - MATH: Over 3 years, the percent of students reaching their growth target will increase 20.77%, or 6.92% each year.
- PROFICIENCY:
 - ELA: Over 3 years, the percent of students achieving proficiency on state assessment will increase 16.2%, or 5.4% each year.
 - MATH: Over 3 years, the percent of students achieving proficiency on state assessment will increase 20.92%, or 6.97% each year.

GOAL #2: SOCIAL-EMOTIONAL LEARNING: An increase in social-emotional instruction/learning at the Tier I, Tier II, and Tier III levels will be evidenced by an increase in positive perception climate and culture survey results and at least a 50%

decrease in disciplinary referrals in the following categories: insubordination, disrespectful behavior, and disruptive/out of control behavior.

GOAL #3: TIER I CORE INSTRUCTION: A consistent use of best practice instructional strategies and formative/summative assessments by teachers will be evidenced by the following improvements on the Michigan state assessment:

- GROWTH:
 - ELA: Over 3 years, the percent of students reaching their growth target will increase 8.54%, or 2.85% each year.
 - MATH: Over 3 years, the percent of students reaching their growth target will increase 20.77%, or 6.92% each year.
- PROFICIENCY:
 - ELA: Over 3 years, the percent of students achieving proficiency on state assessment will increase 16.2%, or 5.4% each year.
 - MATH: Over 3 years, the percent of students achieving proficiency on state assessment will increase 20.92%, or 6.97% each year.

GOAL #4: All students will establish self-and option- awareness and will establish career readiness goals: All students will have self and option and will establish career readiness goals as measured by student surveys and mastery of personal management skills on local quarterly report cards.

4. Describe the strategies and activities that will be used for each of the goals:

GOAL #1: MTSS/INTERVENTION: A structured, data-based, and fluid MTSS Tier I, II, and III model will be implemented. Through this, we will see the following improvements on the Michigan state assessment:

- GROWTH:
 - ELA: Over 3 years, the percent of students reaching their growth target will increase 8.54%, or 2.85% each year.
 - MATH: Over 3 years, the percent of students reaching their growth target will increase 20.77%, or 6.92% each year.
- PROFICIENCY:
 - ELA: Over 3 years, the percent of students achieving proficiency on state assessment will increase 16.2%, or 5.4% each year.
 - MATH: Over 3 years, the percent of students achieving proficiency on state assessment will increase 20.92%, or 6.97% each year.

TIER 1

MATHEMATICS: Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted Mathematics Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, CoTeaching, 1.0 Paraprofessional Support

ENGLISH LANGUAGE ARTS: Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, NPD, Teacher Lab, Targeted ELA Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, CoTeaching, 1.0 Paraprofessional Support

SCIENCE--Integration of NGSS and MiStar curriculum, Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted NGSS and MiStar professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, 1.0 Paraprofessional Support

SOCIAL STUDIES--Atlas curriculum, NPD, Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted Social Studies Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, 1.0 Paraprofessional Support

TIER 2

MATHEMATICS: 1.0 Mathematics Interventionist, 1.0 Paraprofessional, Imagine Math, Small Group, NWEA Progress Monitoring, Tutoring, Math 180 with Smart Board Interactive

ENGLISH LANGUAGE ARTS: 1.0 Reading Interventionist, 1.0 Paraprofessional, Leveled Books for Independent Reading, Book Discussion, Grammar Games, Figurative Language Games, Vocabulary Games, Flocabulary, NWEA Progress Monitoring, Tutoring

TIER 3

MATHEMATICS: 1.0 Mathematics Interventionist, Math 180 with Smart Board Interactive, Small Group, NWEA Progress Monitoring, Tutoring

ENGLISH LANGUAGE ARTS: 1.0 Reading Interventionist, 1.0 Paraprofessional, Accelerated Adolescent Reading Initiative (AARI), Flocabulary, Action Magazine, Tutoring, Leveled Books for Independent Reading, Book Discussions, Grammar Games, Figurative Language Games, Vocabulary Games, NWEA Progress Monitoring, Tutoring

GOAL #2: SOCIAL-EMOTIONAL LEARNING: An increase in social-emotional instruction/learning at the Tier I, Tier II, and Tier III levels will be evidenced by an increase in positive perception climate and culture survey results and at least a 50% decrease in disciplinary referrals in the following categories: insubordination, disrespectful behavior, and disruptive/out of control behavior.

TIER 1

Student Support Interventionist, Restorative Practices, Tier I Social/Emotional Structured Student Activities and Lessons, Lunch Bunch (social skills curriculum), Welcome Committee, Trojan Crew (Peer to Peer), In School Suspension Reflection/Lessons/Activities, RULER strategies, Parent Engagement

TIER 2

Student Support Interventionist, Resilience for Youth curriculum, Self-Determination curriculum, Zones of Regulation curriculum, Lunch Bunch (social skills curriculum), Restorative Practices circles, Sensory-Friendly Space

TIER 3

Student Support Interventionist, Targeted Individual Intervention, Check In Check Out, Individual Behavior Planning

GOAL #3: TIER I ACADEMIC CORE INSTRUCTION: A consistent use of best practice instructional strategies and formative/summative assessments by teachers will be evidenced by the following improvements on the Michigan state assessment:

- GROWTH:
 - ELA: Over 3 years, the percent of students reaching their growth target will increase 8.54%, or 2.85% each year.
 - MATH: Over 3 years, the percent of students reaching their growth target will increase 20.77%, or 6.92% each year.
- PROFICIENCY:
 - ELA: Over 3 years, the percent of students achieving proficiency on state assessment will increase 16.2%, or 5.4% each year.
 - MATH: Over 3 years, the percent of students achieving proficiency on state assessment will increase 20.92%, or 6.97% each year.

TIER 1: ACADEMIC

MATHEMATICS: Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted Mathematics Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, CoTeaching, 1.0 Paraprofessional Support,

ELA: Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, NPD, Teacher Lab, Targeted ELA Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, CoTeaching, 1.0 Paraprofessional Support

SCIENCE--Integration of NGSS and MiStar curriculum, Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted NGSS and MiStar professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, 1.0 Paraprofessional Support

SOCIAL STUDIES--Atlas curriculum, NPD, Close and Critical Reading Instructional Strategy and Assessments, Cultures of Thinking Visible Thinking Routines, Teacher Lab, Targeted Social Studies Instructional Strategy professional learning, Formative Assessment Strategies, Academic Vocabulary, NWEA Progress Monitoring, 1.0 Paraprofessional Support

GOAL #4: All students will explore careers that might interest them and the skills necessary for those careers: Via the EDP process, all students will explore careers that might interest them and the skills necessary for those careers.

Career Readiness Goal Strategy #1: Under the supervision of a qualified staff member, all students will develop and/or review an EDP.

Career Readiness Goal Strategy #2: Students will identify their academic strengths and interests and explore at least one career that might interest them.

Career Readiness Goal Strategy #3: In every classroom, students will explore careers that might use the skills that they are learning.

5. What future multiple data points will be used to determine if the goals are met?

State assessments, NWEA progress monitoring, AdvancEd eSurvey (parent, staff, and student perception surveys), and other pertinent local assessments and surveys

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

Staff will continue professional learning opportunities in the areas of improved instructional strategies, social-emotional learning, and data dialogue.

7. Describe how the plan and process will be monitored and evaluated:

Clarenceville Middle School annually evaluates the implementation plan and programs through the school improvement process. The staff uses data from M-Step, 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 achievement and early warning sign 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.

8. Provide the budget showing alignment to the plan (research follows budget list).

ITEM	GOAL	COST	FUNDING SOURCE
Mathematics Interventionist (Math Tier II and Tier III)	#1	\$100,000	31A
Imagine Math (Math Tier II)	#1	\$0 (state grant funded 2018-19)	
NWEA Progress Monitoring	#1, #3	NA	NA
Tutoring	#1		31A
Reading Interventionist (Reading Tier II and Tier III)	#1	\$100,000	31A
1.0 Paraprofessional	#1	\$25,000	Title I
Leveled Reading Books	#1	\$500	General
Grammar Games	#1	\$100	General

Figurative Language Games	#1	\$100	General
Vocabulary Games	#1	\$100	General
Flocabulary Subscription	#1	Individual-\$96.00/School--\$2,000	General
Math 180--license renewal and consumables (Math Tier III)	#1	\$5,000	Title I
Smart Board (Math 180)	#1	\$1,400.00	General
AARI--Accelerated Adolescent Reading Initiative (Tier III Reading) -- Substitute Costs for QRI Screener	#1	\$4,000	31A
Scholastic Action Magazine	#1	\$9.49 per student	General
Student Support Interventionist	#2	\$50,000	31A
Restorative Practices PL	#2	\$2000	Title II
Materials and Resources for Tier I Social/Emotional Learning School-wide Lessons	#2	\$1,000	31A
Lunch Bunch Materials	#2	\$100	General
Social Skills Materials	#2	\$100	General
Welcome Committee Materials	#2	\$100	General
Trojan Crew Materials	#2	\$200	General
In School Suspension Reflection/Lessons/Activities	#2	\$100	General

Social/Emotional Professional Development	#2	\$500	General
Resilience for Youth Curriculum	#2	\$500	General
Self Determination Curriculum	#2	\$500	General
Zones of Regulation Curriculum	#2	\$500	General
Social Skills Curriculum	#2	\$500	General
Sensory-Friendly Space Materials	#2	\$350	General
Parent Engagement Materials	#2	\$1,000	Title I
Attendance Rewards	#2	\$100	General
CCR	#3	\$5,000	Title I
Cultures of Thinking	#3	\$2,000	Title I
Teacher Lab Substitutes-- 25 teachers x 4 days @ \$100	#3	\$10,000	Title II
Professional Learning attendance costs and substitutes for 2018-19 PL focused on instructional and assessment strategies related to achievement in Math, ELA, Science, and Social Studies	#3	\$20,000	Title II
Formative Assessment strategies/resources	#3	\$2,000	Title I
NPDL	#3	\$4,000	Title I

Teacher Lab PL materials	#3	\$1,000	Title II
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REFERENCES

CLOSE AND CRITICAL READING

<https://www.fsusd.org/site/handlers/filedownload.ashx?moduleinstanceid=11306&dataid=8864&FileName=CLOSE%20READING%20Handout.pdf>

<https://us.corwin.com/en-us/nam/text-dependent-questions-grades-6-12/book241984>

CULTURES OF THINKING

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners.*

<http://www.pz.harvard.edu/resources/creating-cultures-of-thinking-the-8-forces-we-must-master-to-truly-transform-our-schools>

http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

NPDL

<http://npdl.global/>

MATH 180

<https://www.hmhco.com/products/math-180/research-results/math-intervention-validation.htm>

IMAGINE MATH

<http://www.imaginelearning.com/research/imagine-math>

TEACHER LAB STRATEGY

<http://www.ascd.org/publications/educational-leadership/summer10/vol67/num09/Demonstrating-Teaching-in-a-Lab-Classroom.aspx>

<http://www.teachinglab.us/>

INSTRUCTIONAL COACHING

https://www.marzanoresearch.com/resources/tips/cci_tips_archive

<https://www.bcpss.org/bbcswebdav/institution/PUBLICINFO1112/CAO%20Leadership%20Institute%20SY11-12/December%206-9,%202011/What%20Good%20Coaches%20Do.pdf>

LEVELED READING BOOKS

<https://www.booksource.com/files/TradeBookResearchArticle.pdf>

AARI INSTRUCTIONAL READING STRATEGY

https://drive.google.com/file/d/0B2_9owgxkiG6S2IraExrcGg5QzQ/view

<https://us.corwin.com/en-us/nam/text-dependent-questions-grades-6-12/book241984>

FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES

https://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf

<http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx>

<https://www.edweek.org/ew/articles/2002/03/13/26stiggins.h21.html>

SOCIAL EMOTIONAL LEARNING

<https://casel.org/core-competencies/>

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

<http://www.cfchildren.org/mission-vision/what-is-sel/>

<https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad>

Section Two – Assurances

- 1. The school has evidence of a mission statement. Yes**
- 2. The school has evidence of completing a comprehensive needs assessment. Choose an item. Yes**
- 3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan. Choose an item. Yes**
- 4. The school has evidence of a process to evaluate our school improvement plan. Choose an item. Yes**
- 5. The school has evidence that technology is being integrated into the curriculum to improve learning. Choose an item. Yes**
- 6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement. Choose an item. Yes**
- 7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community. Yes Choose an item.**
- 8. The school has evidence of building-level decision making. Choose an item. Yes**