School Improvement Plan

Clarenceville Middle School

Clarenceville School District

Stacey Lown, Principal
20210 Middlebelt Rd
Livonia, MI 48152-2002

TABLE OF CONTENTS

Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded.	CMS SIP 2018-19 Abbreviated Goals and Plans

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Throughout the school year, Clarenceville Middle School staff collaboratively and continually analyzes data and makes changes where needed to improve student learning. During data dialogue meetings, administrators, classroom teachers, special education teachers and Title I paraeducators work on analyzing data from different sources of achievement data. NWEA, state assessment data, benchmark data, and report card data are triangulated to determine differentiation/intervention placement. Perception, attendance, and behavior data are also analyzed.

sCMS staff member are active members of one of several SIP initiative implementation committees: Close and Critical Reading, Academic Vocabulary, and Cultures of Thinking. These committees meet and lead their colleagues in the implementation and review of these SIP initiatives. In addition, content area teachers are given time to meet to align all subject areas to the Common Core Standards (math/ELA), NGSS (science), or GLCEs (social studies).

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

Data was analyzed for building culture & climate, reading, writing and math (M-Step, NWEA, and 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 areas, there was a gap present between African American students and Caucasian students.

Perception data indicates:

Staff Perceptions:

 Successes:

Our school has a continuous improvement process based on data, goals, actions, and
measures for growth.

Our school's leaders hold all staff members accountable for student learning.

All teachers in our school regularly use instructional strategies that require student
collaboration, self-reflection, and development of critical thinking skills.

In our school, all staff members participate in continuous professional learning based on
identified needs of the school.

Our school provides qualified staff members to support student learning.

Our school leaders monitor data related to student achievement.

Our school leaders monitor data related to school continuous improvement goals.

Challenges:

In our school, staff members provide peer coaching to teachers.

Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

Our school provides protected instructional time.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

In our school, all school personnel regularly engage families in their children's learning progress.

Our school provides sufficient material resources to meet student needs.

Target Areas and Strategies:
Improve data dialogue by employing efficient processes that aid in informing instruction and ensuring that the needs of all students are being met
Improve formal teacher-student mentorship/advocacy structure
Employ strategies to engage families in student learning
Engage teachers in peer-to-peer coaching models
Provide teachers more opportunity to share successful teaching experiences and strategies.

Parent Perceptions:

Successes:

Our school provides a safe learning environment.

Our school's purpose statement is clearly focused on student success.

Our school provides qualified staff members to support student learning.

Our school ensures that all staff members monitor and report the

achievement of school goals.

My child knows the expectations for learning in all classes.

My child has at least one adult advocate in the school.

Challenges:

All of my child's teachers meet his/her learning needs by individualizing instruction.

All of my child's teachers work as a team to help my child learn.

My child sees a relationship between what is being taught and his/her everyday life.

All of my child's teachers keep me informed regularly of how my child is being graded.

Our school's purpose statement is formally reviewed and revised with involvement from parents.

Target Areas and Strategies:

Improve data dialogue by employing efficient processes that aid in informing instruction and ensuring that the needs of all students are being met
Improve formal teacher-student mentorship/advocacy structure
Employ strategies to engage families in student learning
Continue to provide professional learning for staff to ensure students are engaged in meaningful, relevant curriculum.

Student Perceptions:

Successes:

In my school, the principal and teachers have high expectations of me.

My school prepares me for success in the next school year.

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.

My school provides me with challenging curriculum and learning experiences.

All of my teachers explain their expectations for learning and behavior so I can be successful.

Challenges:

In my school, students respect the property of others.

In my school, students treat adults with respect.

In my school, students help each other even if they are not friends.

In my school, all students are treated with respect.

All of my teachers change their teaching to meet my learning needs

Target Areas/Strategies:

Continue efforts to build social/emotional learning opportunities and Tier I positive culture so that students and adults feel respected (restorative practices, anti-bullying, mental health awareness, Trojan Crew peer-to-peer group, Welcome Committee, Lunch Bunch, various activity clubs, etc.)
Continue efforts to build Tier II and Tier III behavior programming around self-regulation, respect, self-advocacy, self-determination, and individual positive behavior strategies
Provide professional development for teachers around student-centered instructional strategies and differentiated instruction
Improve data dialogue by employing efficient processes that aid in informing instruction and ensuring that the needs of all students are being met.

Student survey data indicated a high level of satisfaction in the following areas:

In my school, the principal and teachers have high expectations of me.

My school prepares me for success in the next school year.

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.

My school provides me with challenging curriculum and learning experiences.

All of my teachers explain their expectations for learning and behavior so I can be successful.

Parent survey data indicated a high level of satisfaction in the following areas:

Our school provides a safe learning environment.

Our school's purpose statement is clearly focused on student success.

Our school provides qualified staff members to support student learning.

Our school ensures that all staff members monitor and report the achievement of school goals.

My child knows the expectations for learning in all classes.

My child has at least one adult advocate in the school.

Staff survey data indicated a high level of satisfaction in the following areas:

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our school's leaders hold all staff members accountable for student learning.

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

In our school, all staff members participate in continuous professional learning based on identified needs of the school.

Our school provides qualified staff members to support student learning.

Our school leaders monitor data related to student achievement.

Our school leaders monitor data related to school continuous improvement goals.

Our daily average attendance rate is 94%.

Our free and reduced lunch population is at 62%.

Our three year student behavior data shows that referrals for disruptive and disrespectful behavior continue to be a significant portion of the referrals that are written. The challenge that has been identified is to improve the culture of the building and to nurture positive relationships between teachers/students, students/students, parents/teachers, and between administration and all stakeholders. We have hired a Behavior Intervention Specialist to help address these needs.

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

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 schoolwide Title I building, all of our students qualify for Title I services. Therefore, our goals address the needs of both the whole school population and children who are disadvantaged. Specific criteria has been set by staff for Tier II and III ELA Essentials and

Math Essentials programs since resources are limited by Title I 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, AARI, Math 180, Imagine Math, Teacher Labs, and Cultures of Thinking.

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, Cultures of Thinking, Teacher Labs, Math 180, Imagine Math, AARI, 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.

Clarenceville Middle School students are making growth gains in reading and mathematics in some cohorts. Specific focus on reading 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.

Reading intervention at the Tier III level has consisted of a model that includes the Advanced Adolescent Reading Initiative (AARI), structured reading time, and targeted vocabulary instruction. We have grown our reading intervention library to include books that our students love to read. In this model, we have seen nearly all Tier III students over the last several years meet or exceed their NWEA growth targets. This programming has been successful. Our M-Step ELA scores show that our ELA programming is the most successful at CMS.

New administration in 2015-16 was surprised to find that although there was a research-based curriculum and intervention approach for Tier III reading, that the same attention had not been given to Tier III mathematics. Over the years, a number of approaches have been utilized in Tier III mathematics, but none have been a comprehensive curriculum: Success Maker, Moby Max, and Plato, all combined with direct instruction and basic skill review. Given the poor standardized test scores in mathematics at Clarenceville Middle School, administration was surprised that a comprehensive program had not been put in place to grow our struggling math learners in the same way that AARI grows our struggling readers. Consequently, in the absence of such an intensive program, our mathematics intervention students do not show the same growth as those students in Tier III reading intervention.

Furthermore, there was not a structured Tier II small group intervention program in place for either mathematics or reading. For the 2016-17 school year, we restructured our master schedule to include a longer daily Extended Learning Time (ELT), where our interventionists host math and reading Tier II intervention small groups. The small groups are rotated every six to twelve weeks depending on individual student need. Some students remain in the intervention ELT longer than twelve weeks.

This winter, we were invited to participate in a state pilot for the Imagine Math program. In terms of best practice, the program fit perfectly in our new Tier II math intervention framework. We are excited to see the results at the end of the pilot in June. In our Tier II reading, students play literacy games, work on broadening their vocabulary, and spend quality time reading high interest books.

As we move forward, the only piece missing in our MTSS structure is a research-based, comprehensive curriculum for Tier III mathematics. With the support of central administration, I began researching math programs that could best suit our needs in this area. To date, we had spent most of our allotted Title I funds on paraprofessional support, but I now feel that the funds would be best spent on an efficacious program with proven results. Math 180 has recently been approved by our school board and will be fully implemented at the Tier III level in 2018-19.

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

We triangulate M-Step, NWEA, and local assessment/program 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 status.	

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 of highly qualified status in their instructional area.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

CMS hired 0.5 new teachers prior to the 2017-18 school year. There is one teacher retiring at the end of the 2017-18 school year, and one teacher going on personal leave.

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

The following statistics represent the experience level of CMS teachers:

CMS staff is comprised of 25 staff members. All certified staff are Caucasian, and speak English as their primary language. Of the 25 staff members, 17 hold Masters degrees, 6 hold a Bachelors degree, and 2 hold a Specialist degree.

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.

Because we are 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, ELMOs, Airliners, and educational computer programs. Each year, we add more Chromebooks to our media center for teacher checkout. 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.

Because we are 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, ELMOs, Airliners, and educational computer programs. Each year, we add more Chromebooks to our media center for teacher checkout. 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 process and the goals of the school improvement plan.

During the 2018-19 school year, the CMS Cultures of Thinking leadership team will continue to provide ongoing support and guidance to the CMS staff to engage our staff in techniques for implementing Cultures of Thinking in their classrooms. Continued support for Close and Critical Reading will occur during the 2018-19 school year by our CCR school leadership team. We will also be adding in-house PL driven by our own teacher need within the Teacher Lab and instructional coach framework.

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. Weekly professional development gatherings throughout the school year ensure that implementation is ongoing and current.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Professional Learning Plan is uploaded	CMS Professional Development Calendar 2018-19

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 involved in parent organizations, are participants in the school improvement survey, and involved in implementation and annual evaluation of the CMS plan. This is an area that will garner extra attention in the 2018-19 school year.

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 all aspects of school life. Other types of communication that are in place to support student achievement include an administrative weekly email, student newsletter, district website, 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 fall of 2017. 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 has a Parent Involvement policy, as shown on page 4 of the attached document.	CMS Student Handbook 2017-18

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.

-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 and is still relevant.

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.

-Teachers post links online so that parents are aware of the assignments given in class.

-Phone calls, emails, 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 fall and spring of each year. Advanc-Ed launched the new eSurvey

platform in the spring of 2016, which allows schools to send surveys electronically that parents can take on their Smartphones or other

devices. 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 is 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 Extended Learning Time 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. The compact is also posted online as part of the digital Student Handbook. 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	The School Parent Compact is on page 28 of the attached document.	CMS Student Handbook 2017-18

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 and other evaluative tests. 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 nonEnglish 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 improve instruction with the purpose of increasing 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 M-Step 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
-Disaggregation of NWEA survey data by intervention teachers and paraprofessionals
-Monitoring of card-marking grades by administration, teachers, and instructional paraprofessionals
-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/NGSS 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
-Math and ELA Tier 2 intervention during ELT
-AARI Program (Tier III)
-Math 180 (Tier III)
-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
-English as a second language support
-Individual counseling
-Behavioral intervention groups
-Self Determination groups
-Emotional regulation groups

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

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

-Behavior Interventionist--31A

- 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

- 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 character education, nutrition, bullying, etc.

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 multiple data points 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 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 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.