Carleton Middle School 2019-2020

School Improvement Plan

Carleton Middle School

Warren Consolidated Schools

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Overview

Plan Name

Carleton Middle School 2019-2020 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Carleton Middle School will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0
2	All students at Carleton Middle School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 10	Academic	$0
3	All staff will implement a school-wide PBIS program to improve the classroom learning environment and school culture.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All students at Carleton Middle School will be proficient in mathematics.

Measurable Objective 1:

48% of Black or African-American, Asian, White, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in skills in Mathematics by 06/30/2024 as measured by state assessments.

Strategy 1:

Timely and Additional Assistance - Timely and Additional assistance will be provided to identified at-risk students in the area of mathematics through the assignment of supplementary Title I staff in a Math Builder elective. AVMR (Advantage Math), Xtra Math, and Moby Max will be utilized, along with available curricular and internet resources.

Category: Mathematics

Research Cited: Psychonomic Bulletin & Review 2007, 14 (2), 249-255

Cognitive Tutor: Applied research in mathematics education, Steven Ritter

Carnegie Learning, Inc., Pittsburgh, Pennsylvania John R. Anders on, Kenneth R. Koedinger, and Albert Corbett, Carnegie Mellon University, Pittsburgh, Pennsylvania

Since procedural knowledge includes the context in which it is applicable, educational activities need to be structured so that students can practice procedures within an appropriate range of contexts.

Tier: Tier 2

Activity - Monitoring Timely and Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring data will be collected and maintained by the Title I teacher (M-STEP, district assessments, Advantage Math assessments, classroom grades, etc.)	Monitor	Tier 2	Monitor	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, Title I Intervention Teachers

Activity - Evaluate Timely and Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post data will be analyzed for students receiving supplemental interventions in mathematics (M-Step, NWEA, district assessments, Advantage Math assessments, Moby Math progress, etc.)	Evaluation	Tier 2	Evaluate	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, SIP Team, Title I Teachers

Activity - Assign Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2024	$0		Title I Part A	Building Administrators; teachers and support staff
Assign supplemental staff to implement math builder interventions (Advantage Math)									

Activity - Professional Learning in Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Intervention Staff will be trained on interventions (AVMR training). Teachers will attend trainings that will increase their understanding of research-based intervention strategies and help them align instruction to the Common Core State Standards.	Professional Learning	Tier 2	Getting Ready	09/01/2019	06/30/2024	$0	Title I Part A	Building Administrators, Title I Teachers

Strategy 2:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas.

Category: Mathematics

Research Cited: Adams, Alyson, Ross, Dorene, Vescio, Vicki. (2008). Teaching and Teacher Education, 24 (1), 80-91.

http://www.sciencedirect.com/science/article/pii/S0742051X07000066

"The use of professional learning communities (PLCs) as a means to improve teaching practice and student achievement is a move that educators support and value, as indicated by teachers' perceptions of impact as cited in this review. There is also some limited evidence that the impact is measurable beyond teacher perceptions. To summarize the findings across the reviewed literature in terms of our two initial research questions: (1) participation in learning communities impacts teaching practice as teachers become more student centered. In addition, teaching culture is improved because the learning communities increase collaboration, a focus on student learning, teacher authority or empowerment, and continuous learning; (2) when teachers participate in a learning community, students benefit as well, as indicated by improved achievement scores over time. All six studies reporting student learning outcomes indicated that an intense focus on student learning and achievement was the aspect of learning communities that impacted student learning. Together, these findings from the literature provide preliminary evidence of the benefit of learning communities for teachers and their students."

Tier: Tier 1

Activity - Developing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop and revise formative and summative assessments within the Instructional Learning Cycle framework.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers and support staff

Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a PLC/ILC to analyze formative and summative assessment data.	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators; teachers and support staff

Activity - MTSS Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to analyze data to plan and provide intervention strategies. Staff will meet quarterly to plan for student needs and monitor student progress as part of the MTSS process.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Title I Part A	Building administrators, teachers, and support staff

Strategy 3:

High Quality Tier I Instruction - Teachers will implement research based quality mathematics instruction including the strategies of Classroom Instruction that Works (CITW) and practices outlined by the state standards in each content area weekly in their classrooms.

Category: Mathematics

Research Cited: Marzano, Robert J, Gaddy, Barbara B, Dean, Ceri. (2000). What works in classroom instruction. Mid-Continent Research for Education, Aurora CO. http://files.eric.ed.gov/fulltext/ED468434.pdf

This report provides K-12 educators with instructional strategies that research shows have the greatest likelihood of positively affecting student learning. The 12 chapters include: (1) "Introduction"; (2) "Identifying Similarities and Differences (comparing, classifying, creating metaphors, and creating analogies); (3) "Summarizing and Note Taking"; (4) "Reinforcing Effort and Providing Recognition"; (5) "Homework and Practice"; (6) "Nonlinguistic Representations" (graphic organizers, pictures and pictographs, mental pictures, concrete representations, and kinesthetic activity); (7) "Cooperative Learning"; (8) "Setting Goals and Providing Feedback"; (9) "Generating and Testing Hypotheses"; (10) "Activating Prior Knowledge" (cues and questions and advance organizers); (11)"Teaching Specific Types of Knowledge" (vocabulary terms and phrases, details, organizing ideas, skills and tactics, and processes); and (12) "Using Instructional Strategies in Unit Planning" (at the beginning, during, and at the end of a unit of instruction).

Leinwand, Steven, Brahier Daniel J, Huinker, DeAnn. (2014). Principles to actions. Ensuring mathematical success for all.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continued professional development on CITW strategies, language acquisition strategies, student discourse during PLC meetings, staff meetings, and classroom instructional time.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Title I Part A	Building administrators, teachers, and support staff

Activity - Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of close reading, language acquisition strategies, number talks, and student discourse will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Implementation	Tier 1	Monitor	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement lesson-appropriate strategies from CITW and the practices outlined by the state standards in each content area in their classrooms.	Implementation	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Goal 2: All students at Carleton Middle School will be proficient in reading.

Measurable Objective 1:

60% of Black or African-American, Asian, White, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in reading in English Language Arts by 06/30/2024 as measured by state assessments.

Strategy 1:

Timely and Additional Assistance - Timely and additional assistance will be provided to identified at-risk students in the area of reading through the assignment of supplementary Title I staff in an ELA elective. ACRI (Adolescent Critical Reading Intervention) and Corrective Reading strategies and suggested materials will be utilized, along with available curricular and internet resources.

Category: Learning Support Systems

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers (Russell, 2005); University of Maryland

AARI focuses on critical thinking skills with expository text to help students access content from texts. It emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around community; Text based inferencing and critical thinking; Text structures

Tier: Tier 2

Activity - Evaluate Timely and Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post assessment data will be analyzed for students receiving supplemental interventions in reading (M-Step, NWEA, District Assessments, DRA, QRI scores).	Evaluation	Tier 2	Evaluate	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators; Title I Intervention Teachers

Activity - Monitoring Timely and Additional Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring data will be collected and maintained by the Title I teacher (M-Step, QRI scores, DRA scores, District Assessments, and classroom grades).	Monitor	Tier 2	Monitor	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators; Title I Intervention Teachers

Activity - Assign Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign supplemental staff to implement ELA Builder Interventions (ACRI and Corrective Reading).	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2024	$0	Title I Part A	Building administrators; Title I Intervention teachers, support staff

Activity - Professional Learning in ELA Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Intervention staff will be trained on interventions (ACRI, Corrective Reading, etc.). Teachers will attend available trainings that will increase their understanding of research-based intervention strategies and help them align instruction to the Common Core State Standards.	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators; Title I Intervention teachers, support staff

Strategy 2:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas.

Category: English/Language Arts

Research Cited: Adams, Alyson, Ross, Dorene, Vescio, Vicki. (2008). Teaching and Teacher Education, 24 (1), 80-91.

http://www.sciencedirect.com/science/article/pii/S0742051X07000066

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Tier: Tier 1

Activity - Developing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop and revise formative and summative assessments within the Instructional Learning Cycle framework.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a PLC/ILC to analyze formative and summative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Activity - MTSS Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will collaborate to analyze data to plan and provide intervention strategies. Staff will meet quarterly to plan for student needs and monitor student progress as part of the MTSS process.	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2024	$0	Title I Part A, No Funding Required	Building administrators, teachers, and support staff

Strategy 3:

Implementing CITW Strategies - Teachers will implement research based, quality literacy instruction, including the strategies of Classroom Instruction that Works and practices outlined by the state standards in each content area weekly in their classrooms.

Category: English/Language Arts

Research Cited: Marzano, Robert J, Gaddy, Barbara B, Dean, Ceri. (2000). What works in classroom instruction. Mid-Continent Research for Education, Aurora CO. http://files.eric.ed.gov/fulltext/ED468434.pdf

This report provides K-12 educators with instructional strategies that research shows have the greatest likelihood of positively affecting student learning. The 12 chapters include: (1) "Introduction"; (2) "Identifying Similarities and Differences (comparing, classifying, creating metaphors, and creating analogies); (3) "Summarizing and Note Taking"; (4) "Reinforcing Effort and Providing Recognition"; (5) "Homework and Practice"; (6) "Nonlinguistic Representations" (graphic organizers, pictures and pictographs, mental pictures, concrete representations, and kinesthetic activity); (7) "Cooperative Learning"; (8) "Setting Goals and Providing Feedback"; (9) "Generating and Testing Hypotheses"; (10) "Activating Prior Knowledge" (cues and questions and advance organizers); (11)"Teaching Specific Types of Knowledge" (vocabulary terms and phrases, details, organizing ideas, skills and tactics, and processes); and (12) "Using Instructional Strategies in Unit Planning" (at the beginning, during, and at the end of a unit of instruction).

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continued professional development on CITW strategies, language acquisition strategies, and student discourse during PLC meetings, staff meetings, and classroom instructional time.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Title I Part A	Building administrators, teachers, and support staff

Activity - Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implementation of close reading, language acquisition strategies, and student discourse will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Monitor	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Activity - Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement lesson-appropriate strategies from CITW and the practices outlined by the state standards in each content area.	Implementation	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	Building administrators, teachers, and support staff

Goal 3: All staff will implement a school-wide PBIS program to improve the classroom learning environment and school culture.

Measurable Objective 1:

collaborate to develop and implement a school-wide PBIS system by 06/30/2024 as measured by a decrease in discipline referrals.

Strategy 1:

PBIS Professional Learning - Staff will implement a school-wide PBIS program

Category: School Culture

Research Cited: Bradshaw, C.,Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools.School Psychology Quarterly.

Bradshaw et al., document that implementation of school-wide PBIS by typical implementation personnel was successful in achieving high fidelity of adoption, and improved "organizational health" within the schools.

Tier: Tier 1

Activity - Development of PBIS program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will collaborate to research and develop a school-wide Positive Behavior Interventions and Supports program that positively impacts school culture and academic achievement.	Getting Ready	Tier 1	Implement	09/01/2019	06/30/2024	$0	No Funding Required	All staff and building administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate Timely and Additional Assistance	Pre and post data will be analyzed for students receiving supplemental interventions in mathematics (M-Step, NWEA, district assessments, Advantage Math assessments, Moby Math progress, etc.)	Evaluation	Tier 2	Evaluate	09/01/2019	06/30/2024	$0	Building administrators, SIP Team, Title I Teachers
Implementation	Teachers will implement lesson-appropriate strategies from CITW and the practices outlined by the state standards in each content area.	Implementation	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Evaluate Timely and Additional Assistance	Pre and post assessment data will be analyzed for students receiving supplemental interventions in reading (M-Step, NWEA, District Assessments, DRA, QRI scores).	Evaluation	Tier 2	Evaluate	09/01/2019	06/30/2024	$0	Building administrators; Title I Intervention Teachers
Literacy Strategies	Implementation of close reading, language acquisition strategies, number talks, and student discourse will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Implementation	Tier 1	Monitor	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Development of PBIS program	Staff will collaborate to research and develop a school-wide Positive Behavior Interventions and Supports program that positively impacts school culture and academic achievement.	Getting Ready	Tier 1	Implement	09/01/2019	06/30/2024	$0	All staff and building administrators.
Data Collection and Analysis	Staff will collaborate as a PLC/ILC to analyze formative and summative assessment data.	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators; teachers and support staff

Literacy Strategies	Implementation of close reading, language acquisition strategies, and student discourse will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Monitor	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Developing Formative Assessments	Continue to develop and revise formative and summative assessments within the Instructional Learning Cycle framework.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Implementation	Teachers will implement lesson-appropriate strategies from CITW and the practices outlined by the state standards in each content area in their classrooms.	Implementation	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Monitoring Timely and Additional Assistance	Progress monitoring data will be collected and maintained by the Title I teacher (M-STEP, district assessments, Advantage Math assessments, classroom grades, etc.)	Monitor	Tier 2	Monitor	09/01/2019	06/30/2024	$0	Building administrators, Title I Intervention Teachers
Data Collection and Analysis	Staff will collaborate as a PLC/ILC to analyze formative and summative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Monitoring Timely and Additional Assistance	Progress monitoring data will be collected and maintained by the Title I teacher (M-Step, QRI scores, DRA scores, District Assessments, and classroom grades).	Monitor	Tier 2	Monitor	09/01/2019	06/30/2024	$0	Building administrators; Title I Intervention Teachers
Developing Formative Assessments	Continue to develop and revise formative and summative assessments within the Instructional Learning Cycle framework.	Professional Learning	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers and support staff
MTSS Process	Staff will collaborate to analyze data to plan and provide intervention strategies. Staff will meet quarterly to plan for student needs and monitor student progress as part of the MTSS process.	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff

Professional Learning in ELA Interventions	Supplemental Intervention staff will be trained on interventions (ACRI, Corrective Reading, etc.). Teachers will attend available trainings that will increase their understanding of research-based intervention strategies and help them align instruction to the Common Core State Standards.	Professional Learning	Tier 2	Implement	09/01/2019	06/30/2024	$0	Building administrators; Title I Intervention teachers, support staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Provide continued professional development on CITW strategies, language acquisition strategies, student discourse during PLC meetings, staff meetings, and classroom instructional time.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
MTSS Process	Staff will collaborate to analyze data to plan and provide intervention strategies. Staff will meet quarterly to plan for student needs and monitor student progress as part of the MTSS process.	Teacher Collaboration	Tier 1	Implement	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
MTSS Process	Staff will collaborate to analyze data to plan and provide intervention strategies. Staff will meet quarterly to plan for student needs and monitor student progress as part of the MTSS process.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff
Assign Supplemental Staff	Assign supplemental staff to implement math builder interventions (Advantage Math)	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2024	$0	Building Administrators; teachers and support staff
Professional Learning in Math Interventions	Supplemental Intervention Staff will be trained on interventions (AVMR training). Teachers will attend trainings that will increase their understanding of research-based intervention strategies and help them align instruction to the Common Core State Standards.	Professional Learning	Tier 2	Getting Ready	09/01/2019	06/30/2024	$0	Building Administrators, Title I Teachers
Professional Development	Provide continued professional development on CITW strategies, language acquisition strategies, and student discourse during PLC meetings, staff meetings, and classroom instructional time.	Professional Learning	Tier 1	Getting Ready	09/01/2019	06/30/2024	$0	Building administrators, teachers, and support staff

Assign Supplemental Staff	Assign supplemental staff to implement ELA Builder Interventions (ACRI and Corrective Reading).	Academic Support Program	Tier 2	Implement	09/01/2019	06/30/2024	$0	Building administrators; Title I Intervention teachers, support staff