



School Improvement Plan

Carleton Middle School

Warren Consolidated Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 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?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our staff collaboratively participated in the comprehensive needs assessment during PLC half-day meetings and monthly staff meetings. Data reports were accessed either electronically or in paper form from Data Director, Data Manager, BAA, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings in content area teams. Staff identified achievement gaps in all content areas for all students and sub groups using multiple assessment results. Staff then looked for connections/themes among demographic subgroups and student programs. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Strategies and activities were developed by the staff. The school improvement team met multiple times during the school year and used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic and the entire staff participated in completion of the Interim Self-Assessment in AdvancED. SIP team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. A diverse group of parent representatives are identified by the school improvement team and invited to be members of the school improvement team by the principal. The principal explains the process for the SIP meetings with each parent during a phone conversation or meeting. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing input and the parent perspective. We held a Title I Parent Night session the day of Meet the Teacher Night in September. We sought input regarding the school culture, and curriculum. Title I parents emailed the Title I teacher with concerns or questions during the year. We gained additional input through Booster Club meetings, parent-teacher conferences and principal conversations.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The counselors and members of the school improvement team analyze student data to determine those who are failing or most at risk of failing. Students' NWEA test scores, DRA levels, and report card data are reviewed and collected on the eligibility criteria worksheet. This is consistent by grade level and content subject. Worksheets are reviewed by Title I staff, teachers, and building administrators during PLCs. Once the eligibility form is completed for students who meet the criteria, a parent letter is mailed home explaining the services and available programs. Counselors and administrators also follow-up by contacting parents by phone to discuss their child's eligibility and the need for interventions. Some individual parent meetings, as well as parent nights have been coordinated to discuss programming and to afford parents an opportunity to participate in establishing necessary services for their child.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

- NWEA
- State Assessments (M-STEP)
- Homeless
- Report Card Grades

Reading 6-8 grade: 1 or 2 on State Assessment (M-STEP); 2 or more grade levels behind on NWEA assessment. Ds or Fs in content area
SY 2018-2019

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on report card

Math 6-8 grade: 1 or 2 on State Assessment (M-STEP); 2 or more grade levels behind on math NWEA assessment, Ds or Fs in content area on report card

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

NA

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Targeted students will receive additional/supplemental services in addition to the core curricular offerings. Targeted Title I students will be scheduled in an ELA Builder and/or Math Builder support class in lieu of an elective offering. Students assigned to the ELA builder class will receive supplemental academic support and instruction for 20 weeks using a research-based literacy program called ACRI (Adolescent Critical Reading Intervention). The focus of instruction is on informational/nonfiction texts and supports our students in their science and social studies classes, as well as in their reading and writing coursework. Class size will not exceed 12 students per hour.

Students enrolled in math builder will receive up to 20 weeks of math intervention, including small group, hands-on instruction and a computer-based Moby Max and AVMR, prescriptive programs. Students will not be pulled from any core academic class for supplemental support in either of these classes. Students who are still not achieving after the 20 weeks of intervention will receive additional support and differentiation within their classrooms and through extended learning opportunities. Students who are experiencing success after 20 weeks of reading interventions and are no more than one grade level behind, will exit the program and be assigned an elective offering.

Those students who are not having success, who need additional support, or who have scheduling conflicts will have an opportunity to take part in after-school tutoring 2 days a week.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for eligible students is incorporated into the existing school improvement process. Title I staff provide data for eligible students and work with SIP team to develop programming needs. The school improvement team will re-establish a Parent Advisory Team (PAT) including Title I parents. Title I parent involvement team communicated with the Title I teacher through emails and attended the fall and spring parent meetings. The framework for the Title I program, including scheduled parent involvement activities and professional learning was established during Booster meetings and Title I Parent nights.

Carleton Middle School has been involved with the AdvancED School Improvement Process for more than 10 years. Our AdvancED accreditation is valid through June 30, 2022. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The members of the school improvement team took a portion of the plan to work on and gather data. Staff examine student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perception data (various stakeholder surveys), and demographic data throughout the year during Professional Learning Community (PLC) time.

The Targeted Assistance Plan is aligned with the Common Core (GLCEs, where applicable), and Public Act 25. Warren Consolidated Schools has a process for the review and revision of curriculum on a timely basis. Curriculum teams, which include the Chief Academic Officer, administrators and teachers, meet to review and revise curriculum in accordance with state and district timelines. A Curriculum Review multi-year planning calendar is on file in the Curriculum and Instruction Office through the year 2019.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Targeted Title I students will be scheduled in an ELA Builder and/or Math Builder support class in lieu of an elective offering (TIER II intervention). Students assigned to the ELA Builder class will receive Adolescent Critical Reading Intervention (ACRI) instruction. ACRI focuses on critical thinking with expository text to help students access content from texts. It emphasizes small group instruction (class sizes of no more than 12 students) that meets students where they are instructionally and accelerates their reading through instruction built around community, text-based inference, critical thinking, and text structure.

Students in the Math Builder support class will receive instruction in Moby Max and utilize AVMR. This math series provides a pretest baseline, technology to personalize learning, and the ability to show growth and progress.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

ELA Builder, using Adolescent Critical Reading Intervention (ACRI), will increase both the quantity and quality of instruction for identified, eligible, students. As it occurs in a small-group setting, and is focused on the students' current instructional level, it adds an additional quality of instruction that non-targeted students do not receive in their regular classrooms. Also, since this happens in lieu of an elective course, these targeted students are spending additional time (quantity) engaged in reading instruction.

Similarly, Math Builder, using Moby Max and AVMR, will increase both the quantity and quality of instruction for identified, eligible, students. As it occurs in a small-group setting and uses blended problem-based cooperative and computer-based learning, it adds an additional quality of instruction that non-targeted students do not receive in their regular classrooms. Also, since this happens in lieu of an elective course, these targeted students are spending additional time (quantity) engaged in mathematics instruction.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Local, state, and federal education departments support extended learning time to improve student outcomes in core academic subjects. Students will benefit from supplemental and enrichment opportunities in smaller class sizes offered through the extended/supplemental learning. At-risk students show significant gains from re-teaching and concerted efforts focused on skills or concepts that have not been mastered.

ELA and math builder classes meet 60 minutes per day, 5 days per week, for 20- 40 weeks, based on student need. These courses will potentially add another 100 hours of instruction of supplemental learning time for eligible students. Progress monitoring tools, such as QRI and Moby Max will be administered periodically to ensure that the interventions are accelerating student learning. Math builder students can further extend their learning time, as the Moby Max utilized in the supplemental class is also for home use. Additional web-based resources such as AVMR will also be presented to all targeted students and parents for home use. These extended/supplemental opportunities enhance students' depth of knowledge, critical thinking skills, and will help close the achievement gap.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

The following evidence indicates that students are not pulled from their core classes for extended learning opportunities: targeted students' schedules and the school master schedule with Title I teacher's schedule highlighted and Title I teacher logs and lesson plans; at home access to Moby Max, after school math and reading tutoring.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Through the PLC process, teacher teams and counselors meet with Title I staff to coordinate student services. Additional grade-level meetings also occur with the Title I staff and building principal. In addition, services are coordinated at these times with Language Acquisition staff. Title I staff /interventionist serves on the School Improvement Team and participates in the coordinated planning, implementation, monitoring, and evaluation of the School Improvement Plan and Title I Components.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

NA

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	At this time, we do not currently have any Title I, Part A instructional paraprofessionals assigned. However, funding permitted, we will have a highly qualified paraprofessional.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Professional development is sustained and ongoing through PLC meetings, regularly scheduled staff meetings, and the district's commitment to long-term professional learning opportunities. All teachers were given the opportunity to participate in a wide range of after school professional development that was provided by the district. This includes, but is not limited to Classroom Instruction that Works Training. The Title I interventionist has participated in professional learning for the research-based literacy programs, ACRI and Corrective Reading offered through the Macomb Intermediate School District.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Carleton continues to build partnerships with parents through various professional development workshops. Parents receive information and support in PowerSchool Parent Portal, the district's web-based system for parents to access grades and attendance information, online textbooks and resources, math and literacy, managing homework, establishing boundaries for adolescents and appropriate utilization of technology.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	District professional development calendar, CITS training schedule, and Classroom Instruction That Works.	2018-2019 PD Plan District

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents interested in being a part of the Parent Advisory Team (PAT) will be invited to attend meetings. In an effort to better inform parents, the required components of the Targeted Assistance program will be presented and discussed. Also included will be data presentations on achievement, demographics, program and perception data and an explanation of the strategies under consideration, so that the PAT can provide input and make meaningful contributions to the design of the program at Carleton.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

The Parent Advisory Team (PAT) will meet at minimum, two times per year, to assess the status of the Targeted Assistance program. The team will offer feedback, input and suggestions for parent involvement activities and will assist in the school's communication efforts to promote and increase participation in parent involvement activities. PAT will also communicate through email and get periodic updates about the status of the plan to the parent community (i.e. Booster Club meetings, school newsletter, website, emails, etc.). During Title I planning meetings, parents also have a voice in implementation as they are asked to prioritize which strategies should receive the most supplemental, grant-funded financial support.

Parents are encouraged to be involved in their student's schooling by monitoring grades and attendance through PowerSchool, familiarizing themselves with content standards and school expectations, limiting television, video games and social media usage, assigning a quiet space for homework, attending parent teacher conferences, school activities, and Booster Club and completing the quarterly Parent Pride Connection activity with their child. Additionally, parents are asked to support the extended learning programs for home use (i.e. Moby Max). Various volunteer opportunities are also available to parents throughout the school year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	The Parent Advisory Team (PAT) will be invited to a meeting to provide additional feedback about the Targeted Assistance program. Results from the final evaluation of the program will be presented to all parents.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

- 1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators... Sec 1118 (e) (1).

The District webpage under the Parent Resources tab provides information on: Michigan's Grade Level Content Expectations and Common Core State Standards; K-12 NWEA Assessments (webpage and PowerPoint) and district assessment calendar; and how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress)

- 2. Provide materials and training for parents... Sec 1118 (e)(2).

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District webpage link to parent resources available through various websites, and content-specific video tutorial sites; Summer preschool program provides training and materials on reading to young children.

- 3. Training for school staff... Sec 1118 (e) (3)

Counselor and Social Worker provide training during PLC

- 4. Coordinate with parent involvement in other programs... Sec 1118 (e) (4)

Boosters, PAT

- 5. Provide information in a format that is understandable to parents... Sec 1118 (e)(5)

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage.

Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language.

- 14. Provide other reasonable support as requested... Sec 1118 (e) (14)

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules.

Sec 1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services. All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families may utilize transportation resources upon request.

5. Describe how the parent involvement activities are evaluated.

Face-to-face meetings will occur in an effort to evaluate parent involvement programs. Additional surveys will be available for parents during Fall and Spring parent-teacher conferences to gather necessary feedback. These surveys will be reviewed by the SIP team and PAT in order to make improvements to the plan.

6. Describe how the school-parent compact is developed.

Parents and members of the school improvement team were invited to participate in the development of the school-parent compact.

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	We reviewed our Title I School-Parent Compact at a Title I Parent Meeting. Changes for 2018-19 have been made based on parent feedback from meetings and survey data collected at parent teacher conferences.	Carleton Middle School Parent Compact 18-19

8. How does the school provide individual student academic assessment results in a language parents can understand?

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We have a Title I Parental Involvement Plan. The 2018-19 plan was reviewed during our Spring Title I and Booster Meetings.	Carleton Middle School Parent Involvement Plan 18-19

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All programs and resources are coordinated and integrated toward the achievement of the school goals. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects of Title I programming. The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, and Departments of Nutrition Services, Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations. Our full time Title I teacher/interventionist provides direct instruction to qualified students as an intervention class that replaces an elective for identified students. Targeted Assistance students also participate in supplemental programs beyond the normal school day. After school programs will be offered for students seeking additional support or who are not scheduled for a Title I class during their school day. Title I staff work collaboratively with general education staff during regularly scheduled PLC meetings to discuss achievement and support eligible students in meeting academic goals. Parents of targeted students also participate in supplemental programs and workshops designed to establish a greater partnership with parents and enhance effective involvement in their child's education. Flexible scheduling of parent involvement activities throughout the school year provide more opportunities for parents and ensure their input into the school and Title I program.

Title I funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in the McRel professional learning series "Classroom Instruction that Works." Our building-level budget provides resources for additional instructional materials as well.

Federal grant resources, Title III provides supplemental instructional support to eligible students. A family resource assistant works directly with EL families at meetings and by phone to support parents as they learn the American school system. Our school works with the district's Department of Language Acquisition to plan and participate in after school/summer programs to support EL students.

Our Department of Nutrition Services provides a federally subsidized nutritious breakfast and lunch during the school year and summer at no or low cost to eligible students.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school coordinates and integrates the Federal Nutrition program into our school program. All students have the opportunity to participate in our breakfast and lunch program on a daily basis. Free or reduced breakfast and lunch is also available. Our school also participates in the federally funded summer meals program (breakfast and lunch) for students in the community. The school is also involved in regular communication with the District's homeless liaison regarding community services available to families. Additionally, our Family Resource Assistant provides support to families acclimating themselves to the American school system.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Student progress for eligible students is reviewed and assessed using AVMR. Intervention teachers document ACRI reading levels, AVMR, and Moby Max scores throughout those programs as well. Progress reports, report card data, and NWEA data will also be reviewed/analyzed during PLC time by the Title I interventionist and other content area teachers to determine progress of students throughout the year.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The effectiveness of the plan will be reviewed, formally, by our stakeholders in the Spring. Parent stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting. Throughout the year, the SIP team reviews any available progress monitoring data, state and local achievement data, perception data, and program/process data. The team facilitates improvements to the plan by keeping all staff and parents informed and involved through the PLC process, and the Title I/School Improvement meeting process, during which program adjustments are made.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Warren Consolidated Schools' teachers have received extensive training and professional development in identifying students who need additional academic assistance. ELA teachers have been trained in administering the DRA (Developmental Reading Assessment) assessment used to identify students' reading levels. Additionally, extensive time is spent on data analysis during PLC meetings.

During the 2017-18 school year, the District implemented an in-house professional development program with our CITS (Curriculum Instructional Technology Specialist). Specialists meet with content area teams to provide professional development and support in data analysis, technology resources and instructional strategies.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--M-STEP, NWEA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans, administrative walkthroughs and strategy logs to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At-risk students will be monitored a minimum of six times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The annual evaluation of the Targeted Assistance program will include all stakeholders. Staff, parents, and eligible students will participate in the evaluation that addresses the program. The effectiveness of the plan will be reviewed, formally, by our stakeholders in the Spring. Parent stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting, when their final contributions are made, and forwarded to the School Improvement team.

Additionally, throughout the year, the SI team reviews any available progress monitoring data, state and local achievement data, perception data, and program/process data; and compares that to previous data, looking for successful impact. This comparative data forms the basis of the evaluation presented to all stakeholders and is submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, M-STEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending a Title I Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

Throughout the PLC process, the school improvement team analyzes student data and conducts a needs assessment to identify areas that inhibit academic achievement. Student achievement data (including the State's annual assessment) will be utilized to determine if the targeted assistance program has helped close the achievement gap among targeted students.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (M-STEP, NWEA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the school improvement teams during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored a minimum of six times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

Multiple sources of data for all eligible students will be collected and maintained throughout the school year. Data is reviewed during the evaluation of the program. Funding and resources will determine what additional interventions can be implemented for those furthest from achieving the standards (i.e. summer school programs, alternate/flexible scheduling options).

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The school improvement team works collaboratively with the Parent Advisory Team to make revisions to the program based on the evaluation outcomes. If new programs are necessary to ensure continuous improvement of eligible students, the plan will be revised. Plan revision might include program restructuring, re-allocation of funds, staffing resources, professional training for staff, training opportunities for parents, incorporation of additional technology, etc.

Families are updated monthly on our progress through our school newsletter, website and at Booster Club meetings, and are encouraged to provide feedback which is documented and maintained by the school improvement team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

Carleton Middle School 2018-19 School Improvement Plan

Overview

Plan Name

Carleton Middle School 2018-19 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: 12	Academic	\$177410
2	All students at Carleton Middle School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$172841
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:

85% of All 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. Students will be offered additional assistance in after-school/extended day sessions in the area of mathematics. After-school sessions will run 2 days per week from October through May.

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, Carnegie Scores, Classroom Grades, etc.)	Monitor	Tier 2	Monitor	09/03/2013	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	09/03/2013	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

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Assign supplemental staff to implement math builder interventions (Advantage Math)	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2024	\$149110	Title I Part A	Building Administrators; teachers and support staff
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	09/03/2013	06/30/2024	\$7100	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.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2024	\$0	No Funding Required	Building administrators, teachers and support staff

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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 to analyze formative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$0	No Funding Required	Building administrators; teachers and support staff
Activity - Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in during/after school sessions, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7600	Title I Part A	Building administrators, teachers, and support staff

Strategy 3:

Implementing CITW Strategies - Teachers will implement strategies from Classroom Instruction That Works on a weekly basis 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).

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide continued professional development on CITW strategies during/after school, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7100	Title I Part A	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
Provide professional development on the collection and analysis of data as part of the development of an MTSS process.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$6500	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 number talks will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Implementation	Tier 1	Monitor	09/01/2014	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 in their classes.	Implementation	Tier 1	Implement	09/01/2016	06/30/2024	\$0	No Funding Required	Building administrators, teachers, and support staff
Activity - Collaborative Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop Tier II intervention strategies during/after the school day, PLC meetings, and during staff meetings throughout the year.	Teacher Collaboration	Tier 2	Getting Ready	09/01/2016	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:

85% of All 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) strategies and suggested materials will be utilized, along with available curricular and internet resources. Students will be offered additional assistance in after-school extended day sessions in the area of reading. After-school sessions will run 2 days per week from October through May.

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	09/03/2013	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	09/03/2013	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

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Assign supplemental staff to implement ELA Builder Interventions (ACRI)	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2024	\$149110	Title I Part A	Building administrators; Title I Intervention teachers, support staff
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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, Close Reading, 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	09/03/2013	06/30/2024	\$0	No Funding Required	Building administrators; Title I Intervention teachers, support staff

Activity - Family Engagement Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC time, teachers and support staff will look at and discuss research-based resources (i.e. "The Power of our Words: Teacher Language that helps Children Learn" Denton and Bechtel) to assist in family engagement and community involvement.	Professional Learning, Parent Involvement	Tier 2	Getting Ready	09/01/2016	06/30/2024	\$2531	Title I Part A	Building administrators, 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: Other - Academic

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."

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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.	Professional Learning	Tier 1	Implement	09/01/2016	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 to analyze formative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$0	No Funding Required	Building administrators, teachers, and support staff
Activity - Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate during/after school, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7600	No Funding Required, Title I Part A	Building administrators, teachers, and support staff

Strategy 3:

Implementing CITW Strategies - Teachers will implement strategies from Classroom Instruction that Works on a weekly basis in their classrooms.

Category: Other - Academic

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,

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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 during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time and during the day/after school sessions throughout the year.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7100	Title I Part A	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
Provide professional development on the collection and analysis of data as part of the development of an MTSS process.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$6500	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 and language acquisition strategies will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Monitor	Tier 1	Implement	09/01/2014	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 in their instruction weekly.	Implementation	Tier 1	Implement	09/01/2016	06/30/2024	\$0	No Funding Required	Building administrators, teachers, and support staff

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Activity - Collaborative Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop Tier II intervention strategies during/after the school day, PLC meetings, and staff meetings throughout the year.	Teacher Collaboration	Tier 2	Getting Ready	09/01/2016	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 - A team of teachers and administrators will attend PBIS training offered through the MISD.

Category:

Research Cited: Bradshaw, C., Koth, C., Bevans, K., Jalongo, 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
A team of teachers 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	Getting Ready	09/01/2014	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
Implementation	Teachers will implement lesson-appropriate strategies from CITW in their classes.	Implementation	Tier 1	Implement	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff
Implementation	Teachers will implement lesson-appropriate strategies from CITW in their instruction weekly.	Implementation	Tier 1	Implement	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff
Literacy Strategies	Implementation of close reading and language acquisition strategies will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Monitor	Tier 1	Implement	09/01/2014	06/30/2024	\$0	Building administrators, teachers, and support staff
Collaborative Interaction	Staff will collaborate to develop Tier II intervention strategies during/after the school day, PLC meetings, and during staff meetings throughout the year.	Teacher Collaboration	Tier 2	Getting Ready	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff
Professional Learning in ELA Interventions	Supplemental Intervention staff will be trained on interventions (ACRI, Close Reading, 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	09/03/2013	06/30/2024	\$0	Building administrators; Title I Intervention teachers, 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	09/03/2013	06/30/2024	\$0	Building administrators; Title I Intervention Teachers

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Collaborative Meetings	Staff will collaborate during/after school, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff
Data Collection and Analysis	Staff will collaborate as a PLC to analyze formative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$0	Building administrators; teachers and support staff
Developing Formative Assessments	Continue to develop and revise formative and summative assessments.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2024	\$0	Building administrators, teachers and support staff
Development of PBIS program	A team of teachers 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	Getting Ready	09/01/2014	06/30/2024	\$0	All staff and building administrators.
Developing Formative Assessments	Continue to develop and revise formative and summative assessments.	Professional Learning	Tier 1	Implement	09/01/2016	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	09/03/2013	06/30/2024	\$0	Building administrators; Title I Intervention Teachers
Literacy Strategies	Implementation of close reading, language acquisition strategies, and number talks will be monitored and evaluated through lesson plans, walk-throughs, implementation logs, and the analysis of state assessment data.	Implementation	Tier 1	Monitor	09/01/2014	06/30/2024	\$0	Building administrators, teachers, and support staff
Collaborative Interaction	Staff will collaborate to develop Tier II intervention strategies during/after the school day, PLC meetings, and staff meetings throughout the year.	Teacher Collaboration	Tier 2	Getting Ready	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff

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Data Collection and Analysis	Staff will collaborate as a PLC to analyze formative assessment data.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$0	Building administrators, teachers, and support staff
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	09/03/2013	06/30/2024	\$0	Building administrators, SIP Team, Title I Teachers
Monitoring Timely and Additional Assistance	Progress monitoring data will be collected and maintained by the Title I teacher (M-STEP, District assessments, Carnegie Scores, Classroom Grades, etc.)	Monitor	Tier 2	Monitor	09/03/2013	06/30/2024	\$0	Building administrators, Title I Intervention Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assign Supplemental Staff	Assign supplemental staff to implement ELA Builder Interventions (ACRI)	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2024	\$149110	Building administrators; Title I Intervention teachers, support staff
Data Collection and Analysis	Provide professional development on the collection and analysis of data as part of the development of an MTSS process.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$6500	Building administrators, teachers, and support staff
Data Collection and Analysis	Provide professional development on the collection and analysis of data as part of the development of an MTSS process.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$6500	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	09/03/2013	06/30/2024	\$7100	Building Administrators, Title I Teachers

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Collaborative Meetings	Staff will collaborate in during/after school sessions, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7600	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	09/03/2013	06/30/2024	\$149110	Building Administrators; teachers and support staff
Family Engagement Professional Learning	During PLC time, teachers and support staff will look at and discuss research-based resources (i.e. "The Power of our Words: Teacher Language that helps Children Learn" Denton and Bechtel) to assist in family engagement and community involvement.	Professional Learning, Parent Involvement	Tier 2	Getting Ready	09/01/2016	06/30/2024	\$2531	Building administrators, teachers, support staff
Collaborative Meetings	Staff will collaborate during/after school, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Teacher Collaboration	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7600	Building administrators, teachers, and support staff
Professional Development	Provide continued professional development on CITW strategies during/after school, PLC meetings, staff meetings, classroom instructional time, and during individualized professional learning time throughout the year.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7100	Building administrators, teachers, and support staff
Professional Development	Provide continued professional development on CITW during PLC meetings, staff meetings, classroom instructional time, individualized professional learning time and during the day/after school sessions throughout the year.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2024	\$7100	Building administrators, teachers, and support staff