



School Improvement Plan

Carter 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 regular PLC and staff meetings during each school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC and grade level collaboration meetings. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. 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, which meets monthly, 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 in Advanc-ED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.

A data team was constructed to continuously review student achievement data: attendance, academic failure lists with a focus on ELA and Math, and discipline. Data reports are updated monthly and available for staff.

We sought input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, etc. from parents through online surveys, and additional input was gathered at Parent/Teacher conferences, as well as Title I after school activities, like Math Game Night, Pie Night, and Literacy Night.

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?

Student data is monitored throughout the year during the PLC process, grade level meetings, and school improvement meetings. The building administrators, Title I staff, special and general education staff examine a variety of student-level data. Title I students are identified via a district-wide eligibility form. Eligibility can be based upon a variety of standardized test data through Data Director, Data Manager, MI School Data, and Power School. Staff uses PLC time and grade level collaboration team meetings to analyze data and cross-referencing standardized test scores. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of PLC staff meetings where intervention staff and general staff come together to determine which students are at risk, and plan appropriate interventions. Data director reports are monitored throughout the year and compared to "entrance" and "exit" criteria in order to continue to offer services to those most at risk. For the 2017-2018 school year, Carter is adopting the Early Warning System to monitor: attendance, discipline, Math and ELA, and D/F overall academic scores.

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.

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Inventory (QRI) scores, which are state-approved standardized tests, and course grades through Power School, resulting in data that is both objective and consistent. As part of our process for identifying failing students, staff identified students with an NWEA ELA, and/or a DRA score 2 grade levels behind. These students were considered for enrollment in the ACRI (Adolescent Critical Reading Initiative) program to target reading comprehension skills and/or the Math Builder class to target specific deficit math skills.

Students were placed into ELA Builder: ACRI, previously known as AARI, based first on teacher feedback based on grades and ability. Those students' IOWA and current NWEA/MSTEP scores are then cross-referenced. Finally, students who scored "not proficient" on these tests were further tested using the Qualitative Reading Inventory (QRI) to confirm need.

Identified "at risk" math students were additionally screened using "Add+Vantage Math Recovery" program testing, completed by our program-trained interventionists, to determine final placement and specific deficit skills to be targeted in the Math Builder classes.

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.

N/A

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.

In order to ensure students receive supplemental assistance programs that are developed to specifically target our identified at-risk population, we have a 1.4 FTE (.8 Math/.6 ELA) Certified Highly Qualified Teachers who provide small group instruction in either ELA Builder using Adolescent Critical Reading Initiative (ACRI) curriculum, or small group instruction in Math Builder using the Add+Vantage Math Recovery program.

Our Title I teachers also coordinate parent meetings, family events, and activities to provide extra academic support. Our Title I teachers serve as liaisons between identified at-risk students and their teachers in an effort to support academic achievement across the core. This year, our targeted students and their families were invited to attend a full-day field trip to the Michigan Science Center to incorporate family/community involvement and science.

Our Title I teachers regularly present skills, strategies and tools to the staff at PLC/staff meetings, to support students transitioning of the same to all core content areas. In our builder classes, there is a short period of time that the Title I teachers set aside to also provide coaching/support/collaboration to their at-risk students to ensure that they are on-track in all classes. For the 2017-2018 school year our ACRI/Title I teacher will also be trained in Corrective Reading at the MISD with a goal to add a Corrective Reading Course to the Master Schedule for Semester I.

Component 3: Incorporated Into Existing School Program Planning

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

Through the PLC process, teacher teams involving the Title I staff coordinate student services. Additional grade level meetings also occur with the Title I staff and building administration. Services are coordinated at these times with language acquisition staff. Many of these staff members, including the Title I staff, are members of the School Improvement Team. The members of the school improvement team are involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each 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), perceptions data (various stakeholder surveys), and demographic data throughout the year during Professional Learning Community (PLC) time. The ACRI program was integrated as a Title I resource for our Language Arts Curriculum. The .6 FTE Title I staff member was trained in ACRI and the .8 Title I staff members were trained through the MISD in the initial phase of Add+Vantage Math Recovery program, all of which were paid for with Title I funds. Their training will continue with phase II during the 2017-2018 school year. ACRI, Text-Mapping, and Math Builder are Tier III interventions in our school improvement plan.

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?

Each strategy employed in our Title I Targeted Assistance Program is designed to help students reach the State Standards. Specifically, we provide Language Arts Skills classes utilizing Adolescent Critical Reading Initiative (ACRI) curriculum, Text-mapping skills, and Sheltered Instruction Observation Protocol (SIOP), and Math Builder supplemental math classes. Additionally, during the small group and one-to one opportunities, the Title I staff work with the students to remediate key fundamental concepts and processes in the core academic subjects in which individual students have been identified to be functioning below grade level. Focusing on core academic concepts, the Title I staff works to teach students strong organizational skills and study habits to support academic achievement. Using the strategies in Marzano's Classroom Instruction That Works and Multi-Tiered Systems of Support (MTSS), Carter Middle School Title I staff has identified the students most at risk of not meeting State Standards and these students are consistently provided additional instructional time. In addition, these students are seen more frequently and the Title I staff monitors student progress in core academic classes. Within small groups, the Title I staff focuses on teaching core academic concepts through intensive reading comprehension lessons using graphic organizers. These lessons support reading comprehension in subject area texts throughout all core areas. The Title I staff reteaches concepts and provide enrichment opportunities to scaffold learning. To further support at-risk students in their core academic classes, the Title I staff focuses heavily on teaching organizational and study skills. Marzano's note taking and summarizing practices have been developed school-wide through a Cornell Notes format. Our strategy of intervention using the ACRI protocol during additional, daily supplementary instruction will give students additional time to analyze text structures and comprehend textual information. Students will receive supplemental reading instruction, above and beyond their core-content instruction that allows them additional time to practice and apply these reading strategies guided by a highly-qualified, and ACRI trained teacher, for one hour daily. Because this intervention is based on the ACRI protocol, it is qualitatively different than what all students engage in while in their assigned Language Arts class. Additionally, quantitatively, students will increase time spent engaged in reading instruction. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at-risk counterparts. ACRI is an intervention in reading and comprehending informational text. Students in these classes get lessons in "transitioning to the text," where they work with their specific content in science and their social studies textbooks. Our double dose morning Math tutoring program will give students additional time to comprehend contextual information. Students will receive additional support in math for one-hour, three times per weekly. At least one certified math teacher is at every session to meet the needs of the students present. Quantitatively, students will increase time spent engaged in math content. This will accelerate progress as at risk students spend more time in this instructional area than their non-at-risk counterparts.

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

Our Tier I strategies developed and implemented in the school improvement plan are text structures and text-mapping from McREL's research based Classroom Instruction That Works (CITW) (R. Marzano, D. Pickering, J. Pollock, 2005, McREL). These strategies are designed to target our instructional focus on informational reading while citing specific examples.

Carter's Tier III reading support, the Adolescent Critical Reading Initiative Program (ACRI) (S. Russell, 2007, University of Maryland), is employed as a supplemental intervention for Title I students. Students are instructed in reading strategies that assist them in drawing

meaning from informational text by inferring, determining main idea, and finding text based evidence to support their reasoning. Additionally, researchers found that these trained adults could teach strategies during their sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after these sessions ended, indicating that they were able to use the strategy they had learned in a generative fashion."

Carter's Tier III math support, incorporates the Add+Vantage Math Recovery® program designed to identify and overcome core problems when students struggle to learn and apply even the simplest numerical concepts. The objective is to intervene as early and quickly as possible before these at-risk students fall too far behind their peers. It was developed by the US Math Recovery Council® in Apple Valley, MN. A strength of the Add+VantageMR® course is the focus teachers are able to place on knowing a sequence of learning number and operations. Teachers use one-on-one assessment to observe and listen while students solve problems to better understand their current thinking. Based on assessment analysis, teachers are able to target instruction in whole class or smaller groups. Math Recovery® exemplary instructional tasks are used in conjunction with district curriculum materials to focus on a conceptual understanding of mathematics which reaches beyond mathematical procedures.

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

Student data is monitored throughout the year during the PLC process, grade level collaboration, and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student data. The reports from the district's Data Director database, supplemented with classroom grades allow us to know whether the supplemental curriculum is effective in driving student achievement. Students identified as at-risk are continuously monitored for achievement.

Our past data indicated that implementing our After-School Workshop at the beginning of the second semester showed a significant increase, scored through pre/post data, in classroom achievement among our identified at-risk students who participate in the program. Consistent with the research referenced in question two, Carter Middle School staff also found that the students who participated in the program saw an increase in test scores and a reduction in missing work. ACRI accelerates progress by increasing time spent in reading instruction; Differentiates the materials/program process (LLI) from the regular classroom experience (non-LLI). We are anticipating similar results from our morning double does program. ELA and Math staff will participate in Surveys of Enacted Curriculum in the 2017-2018 school year. SEC will begin in September, which will determine areas of curriculum improvement in an effort to comply with the Common Core Curriculum. Power Standards and Target Goals will be determined and collaborative lessons will be created and evaluated.

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

Title I staff teach students targeted for reading assistance in additional ELA Builder and Corrective Reading classes in place of an elective course. Our Math Builder and Add+ Vantage Math Recovery program provide extended learning opportunities within the traditional school day. Students are not pulled from core academic classes during the school day.

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?

One of the roles of the Title I teacher(s) at Carter Middle School is to serve as a liaison between the regular education teachers and the identified at-risk student population. Through the PLC process and additional title I collaboration meetings, the Title I staff are given time to meet with teachers to determine which available services will best meet the needs of identified at-risk students, and gain feedback about how the available services are currently benefiting students in their classrooms. Additionally, the Title I staff regularly monitor students' progress in their core academic classes through PowerSchool. The Title I teachers watch for missed assignments, low test scores, and irregular attendance, and when noted, the Title I teachers conference with the student, parents, and the regular education teachers to determine how to get the student back on track.

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.

N/A

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	All paraprofessionals on staff have met the criteria for Highly Qualified status. Personnel files include a signed statement by each staff member attesting to their status of "Highly Qualified". The Human Resource Department monitors the personnel files for accuracy.	

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 status. Personnel files include a signed statement by each staff member attesting to their status of "Highly Qualified". The Human Resource 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?

Title I staff received the ACRI program training over the summer of 2013 and again in 2015, through a group cohort with the program's creator, Dr. Sharon Russell. ACRI coaches in the county continue to provide support for the cohort as needed, classroom visitations, and debriefing. Title I staff also had opportunities to further their training in Spring of 2016 attended "ACRI: Transitioning to the Text." The district provides a variety of ongoing professional development in core content, Title I and III, and special education are among other topics. Surveys of Enacted Curriculum (SEC) will take place in September of 2017-2018, CHAMPS training is available at the MISD for staff in August and January, and our ELA Title I teacher will participate in Corrective Reading (MISD) Training in September. Our EL teacher will SIOF train our general education staff throughout the school year. These PD sessions provide development to all staff that address the MTSS plan the district has in place. The Title I math builder teachers had training and follow-up throughout the 2016-17 school year in the Add+Vantage MR math recovery program. They will continue their training in the next phase during the 2017-2018 school year. They will also continue to meet with the math curriculum staff, as well as the Title I PLC group to further their work through the MTSS process and collaboration with all math intervention staff in the 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?

Professional development for Carter's Title I and regular education staff includes after-school, in school, and workshop professional development sessions in content areas, allied arts, special education, language acquisition, school improvement, and Title I. These sessions focus on Tier I, II, and III strategies and interventions including McRel's Classroom Instruction that Works, ACRI, Bloom's Taxonomy, Webb's Depth of Knowledge, Differentiation, Sheltered Instructional Observation Protocol, and formative and summative assessments. Parents are provided with training in strategies to help their children achieve academically. In March of this year, we hosted a Title I Family Math Game Night focusing on PI and fractions. As part of this fun opportunity, parents were given ideas and instruction on how to support their students math instruction and incorporate family fun and learning. In the Spring, we brought in nationally renowned speaker and reading specialist, Dr. Mary Bigler to present "Raising Readers" and a couple of weeks later, "Raising Writers" to our targeted at-risk families. Dr. Bigler focused on various activities that families can participate in to support their child's progress in reading and writing. Also this Spring, we provided the opportunity for 60 targeted assistance students and their parent to attend an all-day field trip to the Michigan Science Center to model fun and educational opportunities to academically support their students.

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Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The Professional Development calendar is set by the Office of Curriculum and Instruction. The district's improvement plan includes Tier I professional learning in which staff will engage in research-based professional learning through a job-embedded support model. This development is offered through after-school and in-school professional development in curriculum, instruction, and assessment. Staff members seek and participate in School Improvement related development opportunities outside of the district-provided development through WCS funds.	Carter PD Plan

Component 8: Strategies to Increase Parental Involvement

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

The Carter SIP team uses parent surveys for input to the School Improvement Plan. The survey provides the majority of our parent input into the planning process. We sought additional input regarding the school culture, Title I program, specific parent concerns, and Title I compact ideas. Twice yearly, Title I parent meetings are held by the Title I staff. Parents are called and invited personally to attend. These meetings are held on two days and times each, once each semester, to give parents options and facilitate attendance. Parents are asked to look over and evaluate our Parent Involvement Plan. They are asked to be candid and comment on the current Title I program and give recommendations for future programming, expenditures, and parent training needs. Furthermore, staff solicited suggestions for parent support at home. Additional input is gathered at all parent/school activities and PTO meetings, Parent-Teacher conversations, and during interactions with parents and during all parent involvement activities.

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

Parents support the implementation of the Title I program through participation in the needs assessment survey. Title I parents read and sign the Carter Middle School Parent/Student/Teacher Compact, and pledge to actively participate in the educational process by sending their child to school ready to learn, by attending parent-teacher conferences, by volunteering if possible, by encouraging good study habits at home, and by reinforcing school expectations, rules, and procedures. Parents are provided the opportunity to attend meetings addressing both reading and math support at home. These meetings are available at multiple times to accommodate the parents' schedules. Parents are invited and encouraged to attend the various involvement activities that we provide throughout the year through Title I; family reading night, family math game night, family writing night, family field trips, etc... The Field trip was especially well-received and well-attended and another venue will be explored for the 2017-2018 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 plan is formally reviewed by stakeholders each spring using all four data measures-- achievement, program/process, demographic and perception data. Parents are invited to be involved with the SIP team to collect and analyze data relative to all four types. Parent input is also provided throughout the year via surveys at parent events and other more informal meetings including PTO meetings, conferences, open house, etc. Additionally all stakeholders are invited to share comments and suggestions to improve the plan for the following year by attending the Title I spring evaluation meeting.	

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 (webpage and PowerPoint) and district assessment calendar; a video on understanding the revised M-Step and NWEA cut scores; and how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress). Carter Parent Involvement Activities include: Meeting opportunities to all parents as well as specifically Title I Targeted Assistance parents to help parents understand the Common Core State Standards and Assessments and how to monitor their student's progress here at Carter. At these meetings, we also cover information to support understanding the importance of the M-Step and NWEA testing, the students' readiness for these tests, and also the interpretation of M-Step data results. Additionally, grade level teachers provide information on State Standards in learning during conferences and offer parent workshops on effective learning strategies that parents can use at home. Carter's website is updated daily with additional parent resources and academic support such as: online textbooks, classroom pages, online tutorial sites, and helpful study and test taking hints.

2. Provide materials and training for parents....Sec 1118 (e)(2) 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. At Carter we provide materials and training to help parents work with their children which are both sent home and presented through various activities to which parents are invited. The Title I teacher, the Language Acquisition teacher and Language Acquisition aide work with parents through direct meetings and through information sent home on topics like phonemic awareness, fine motor skills, writing and mathematics skills, and State/District Assessments.

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

Joyce Epstein's "School Family Community Partnerships" Training. Counselor and Social Worker provide training during PLC have been provided to assist staff in creating meaningful opportunities for parent involvement.

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

Carter's Boosters Club and the various events that they host along with school functions such as the Open House, and Parent Teacher Conferences and collaboration with other programs in the building (Ecology Club, athletics, yearbook, student council, etc) allow Carter staff and community to capitalize on reaching our targeted assistance students. Bringing real world experiences into the classroom is an integral part of the curriculum. Teachers and other staff utilize community programs such as the Warren Police Department and the Warren Fire Department, as well as local businesses to encourage parental and community involvement within the school.

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. Formal 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. We have staff available to contact parents to assist with the sharing of information and overcoming language barriers.

We use the district's "Robo-Call" system to communicate on a regular basis, as well as Remind accounts, and PowerSchool communication

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avenues.

6. 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.

Parents are asked to provide comments during Title I bi-annual meetings and various family involvement events. Parents are questioned about how and why programs are or are not working. Parent input and advice are recorded. Notes are taken in the minutes from meetings. The PTO group meets monthly to give feedback about our school. An administrator is there to present issues and collect ideas and feedback from the group.

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

The school-parent compact was developed collaboratively by parents of Title I targeted students and staff. It is reviewed annually (each spring as part of the programs evaluation process) and shared with parents at the Fall Title I meeting. Once the compact is explained to parents, they are invited to give feedback on the compact and suggest changes and improvements. Parents take the compact home and review it with their child. The child returns it to the Title I staff and staff members review it with the students to ensure their understanding. The compact guides the parent-student-school relationship and communication throughout the year.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Carter Parent Compact

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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 the fall and spring conferences and throughout the year at parent meetings. WCS employs Community Outreach Coordinators and Language Line telephone translation services to enable any staff member to communicate with parents in their first language at any time. A video tutorial for accessing the service is available for staff use. M-Step and 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		Carter Parent Involvement Plan

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.

Our Title I teacher provides supplemental and timely instructional support to students during the school day and after school. Title I staff participates in PLC sharing with general education teachers to monitor and support students in meeting Title I targeted student goals. Program planning is guided by the needs and goals of the children. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into school and the Title I program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job-embedded guided reading coaching, diagnostic training (DRA2) and Adolescent Critical Reading Initiative (ACRI) training and coaching, and Add+Vantage MR math recovery. Additionally our school receives an annual general fund allocation to support school improvement activities. For example our staff has attended workshops relating to core curriculum content, reading, CITW.

Referrals for assistance to outside agencies are made through the counseling office upon recommendations from staff members.

Federal Grant, Title III, provides supplemental instructional support to eligible students daily; a family resource assistant works directly with ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after school/summer programs to support ELL students. Title III also provides additional professional development to staff regarding strategies to meet the needs of EL students. Our Department of Nutrition Services provides Federally subsidized nutritious breakfast and lunch during the school year and in the summer at no or low cost to eligible students.

Building-level budget: provides resources for additional instructional materials.

Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

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

Component 10: Ongoing Review of Student Progress

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

Student data is monitored throughout the year during PLC meetings, department meetings, and School Improvement Team meetings. Staff analyzes and prioritizes needs based on four data sets: M-Step, NWEA, DRA, and common assessments. This is supplemented with classroom grades accessible through Power School. Necessary data is downloaded to Excel spreadsheets to be reviewed at least quarterly. PLC and grade level meetings plan for targeted intervention for students based on eligibility criteria. Data analysis is a regular part of PLC meetings where intervention staff and general education staff come together to determine any academic impact for students, and make mid-course adjustments for students. These Excel lists are monitored throughout the year and compared to "entrance" and "exit" criteria in order to continue to provide services to the "most at-risk." Our ELA and math teams had three and four, respectively collaboration days this year to gather and analyze data and plan and prepare instruction and interventions. Also, our math Title I teachers/interventionists were provided monthly opportunities to test, tier and place students and plan and prepare for interventions.

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 Targeted Assistance programs are frequently reviewed by the Title I staff, administrators, and School Improvement Team. Upon review, appropriate adjustments are made. For example, during the 2015-2016 school year, we offered an after school math and ELA assistance program. Further review found that it was being very poorly attended and appeared to have little to no impact on student achievement. To make better use of the funding and in attempt to bolster student achievement, we were able to reallocate our resources and added an additional time allocation for Tier III daily instruction.

Student enrollment in ACRI is based upon their achievement of target goals in the program, determined by exit Qualitative Reading Inventory (QRI) reading test. Students are enrolled and graduate from the program as they gain proficiency. Our math builder students are identified and placed based upon those student most at-risk of failing math. The math builder class's Add+Vantage MR program testing identifies specific deficit skills on which those students are provided targeted instruction. Once they have mastered each skill, the next deficit skill is targeted. Students minimally complete a full semester in this class and their progress is monitored for exit at the culmination of the semester. In an effort to maximize the impact on student achievement, the school district is working to systematize this math builder program to incorporate best practices as determined through a collaborative effort at the district level.

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.

We have fully trained our staff and implemented Classroom Instruction That Works by Robert Marzano. This year we focused on the use of identified text structures to support students in understanding informational texts. Our language arts department has been trained in Balanced Literacy/Corrective Reading/SELCT; and our math department has been trained in MI-2 (Math Instruction). This school year we had a targeted focus on implementing best practices at the Tier I Level of the Multi-Tiered Systems of Support (MTSS) and the development of Tier II classroom interventions, as well as in-depth work on our Tier III programs.

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 AdvanceED school improvement process. Our staff collaboratively participated in the comprehensive needs assessment/self-assessment during PLC and staff meetings during the 2016-2017 school year. The staff uses 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. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data, and PowerSchool. The school improvement team led the analysis process during PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires 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 8 times per year to determine the appropriateness of and effectiveness of interventions utilized. The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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.

We evaluate the achievement data through a continuous cycle model of the AdvancedEd School Improvement Process. Student achievement data is monitored by the SIP team on a regular basis through comparison between current and previous data. Our staff has an opportunity to discuss the results during PLC time, Building Policy Meetings, and Building SIP Team Meetings. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. The staff uses data from multiple sources: M-Step, NWEA, District and Building Common Assessment, and staff, parent and student perceptual and implementation surveys, and focus groups to determine the level of progress being made on student goals during our regularly scheduled PLC meetings and team collaboration meetings. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified subgroups and preliminary priority goals, strategies and activities were developed by the staff. The School Improvement team, which meets monthly, 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 in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process.

At-risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized. The Title Programs Team meets monthly to review and revise the level of intervention as needed for each individual student. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs.

The staff annually evaluates the achievement data of the students receiving Title I Targeted Assistance. Using data from the M-Step, NWEA and District writing and math assessments, common core assessments and the SI Comprehensive Needs Assessment, the staff determines

if progress is being made to meet school goals.

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.

As a part of the data analysis process, the Title I staff analyze the data by intervention tiers and looks for upward trends. As students' achievement improves, the goal is to transition those students to lower level tiers of intervention. If the trends are downward, then the level of intervention is increased to a higher tier. For example, from Fall to Spring in our Reading NWEA, our average students increased by the following (According to Status Norms of RIT Scores): 6th- 4.8, 7th- 3.8, 8th- 2.9, while the ELA Builder students this year showed an average growth of 9.44 on their RIT score. The 2nd Semester students, who were in the Builder program during Spring testing showed an average increase of 14.64 points. This is one indicator that the programs we have in place are successful in increasing achievement for students at the lowest proficiency.

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 SIP Team meets a minimum of 8 times per year to review and revise the plan as needed based on the four measures of data and any progress monitoring data collected at that time. Parents serving on the SIP Team and members of the Carter Booster Club are invited to attend the SIP meetings as well as the Title I Spring Evaluation Meeting and they provide valuable input regarding student and family needs throughout the many and varied contacts. Families are updated monthly on our progress through our school newsletter, website and Booster Club meetings. and are encouraged to provide feedback which is documented and maintained by the SIP 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.

2017-18 School Improvement Plan

Overview

Plan Name

2017-18 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 will meet or exceed state and local standards in mathematics.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$90000
2	All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$3000
3	All students will meet or exceed state and local standards in writing.	Objectives: 1 Strategies: 6 Activities: 8	Academic	\$600
4	All students will meet or exceed state and local standards in science.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$0
5	All students will meet or exceed state and local standards in social studies.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$0

Goal 1: All students will meet or exceed state and local standards in mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Mathematics by 06/30/2024 as measured by Spring State Assessment .

Strategy 1:

Classroom Instruction that Works: Note Taking and Summarizing - Classroom Instruction that Works: Note taking and summarizing will provide a research-based framework of strategies to improve instruction and student achievement.

Category: Career and College Ready

Research Cited: Dean, C. B. (2012). Classroom instruction that works research-based strategies for increasing student achievement (2nd ed.). Alexandria, Va.: ASCD.

Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works (2nd ed.). Alexandria, Va.: Ascd.

Pitler, H. (2007). Using technology with classroom instruction that works. Alexandria, Va.: Association for Supervision and Curriculum Development ; ASCD.

Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London.

Tier: Tier 1

Activity - Notetaking with text structures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of notetaking strategies using text structures twice a month in all classes.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in CITW including the strategy: rule-based summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	06/05/2017	06/15/2018	\$0	No Funding Required	All teachers

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use instructional technology resources including Microsoft Word, Prezi, Power Point, Cornell Notes online, interactive white board, and Easiteach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers

School Improvement Plan

Carter Middle School

Strategy 2:

Tier Instructional Strategies - Staff will implement research-based strategies using technology to support curriculum.

Category: Mathematics

Research Cited: Wright, R. (2003). Math Recovery®: A Program of Intervention in Early Number. Australian Journal of Learning Disabilities, 8(4), 6-11.

Munn, P. (2007). Rater Reliability of Math Recovery® Assessments. Department of Childhood and Primary Studies. Strathclyde University. Glasgow, Scotland.

Phillips, V., Leonard, W., Horton, R., Wright, R., & Stafford, A. (2003). Can Math Recovery® Save Children Before They Fail? Teaching Children Mathematics, 10(2), 107-111.

Tier: Tier 1

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks strategies are introduced and reviewed during daily warm-up.	Supplemental Materials, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All math teachers

Activity - AddVantage Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AddVantage Math Program and Progress Monitoring system used to monitor, place students and provide skill building practice for students in the bottom 30%.	Technology, Supplemental Materials, Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Highly Qualified Math Teachers

Activity - Math Builder Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Carter Middle School

District Provided Math Program with focus on additional opportunities for Bottom 30 %, non-proficient, and Title I students to receive Math instruction during the school day.	Technology , Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$85000	Title I Part A	Highly Qualified Math Teachers
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Strategy 3:

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: DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 4:

MTSS Interventions - Students needs will be assessed based on academic performance. Based on data, students will be provided with necessary support

Category: Learning Support Systems

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation

. Alexandria, VA: National Association of State Directors of Special Education. Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Consultation/Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

School Improvement Plan

Carter Middle School

Strategy 5:

Family Engagement - District staff will support district and school family engagement programs.

Category: School Culture

Research Cited: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. G. Unger & M. B. Sussman (Eds.), *Families in community settings: Interdisciplinary perspectives* (pp. 99-126). New York: Haworth Press.

Epstein, J. L., & Sanders, M. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of Education*, 81(2), 81-120.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (Strategy Brief). Austin, TX: National Center for Family and Community Connections with Schools, SEDL. Retrieved May 1, 2005 from <http://www.sedl.org/connections/resources/rb/research-brief3.pdf>

Tier: Tier 1

Activity - Award ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	General Fund	All staff

Activity - Title 1 Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to attend after school workshops to support academic learning.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$1000	Title I Part A	All Title 1 staff

School Improvement Plan

Carter Middle School

Strategy 6:

Research-Based Academic Vocabulary - Word Generation is a research-based vocabulary program to teach middle school students academic vocabulary. It is designed to teach a focus set of target academic vocabulary words through language arts, math, science, and social studies classes school- or grade-wide. The cross-content focus on a small number of words each week help students understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding

Category: Mathematics

Research Cited: Balfanz, Robert. "Closing Middle Grade Achievement Gaps: Indicators and Enablers: Findings from a Decade of Work." NYC DOE Closing the Achievement Gap Series, March 24, 2009.

Johnson, Evelyn S. Ed.D, Juli Pool, Ph.D, and Deborah R. Carter, Ph.D. Screening for Reading Problems Grades 4 Through 12. Boise State University. Published on the RTI Network.

Tier: Tier 1

Activity - Middle School Quality Initiative Literacy Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Supplemental Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teaching Staff

Goal 2: All students will meet or exceed state and local standards 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 Spring State Assessment..

Strategy 1:

Classroom Instruction that Works: Note Taking and Summarizing - Classroom Instruction that Works: Note Taking and Summarizing will provide a research-based framework of strategies to improve instruction and student achievement.

Category: Career and College Ready

School Improvement Plan

Carter Middle School

Research Cited: Dean, C. B. (2012). Classroom instruction that works research-based strategies for increasing student achievement (2nd ed.). Alexandria, Va.: ASCD.

Pitler, H. (2007). Using technology with classroom instruction that works. Alexandria, Va.: Association for Supervision and Curriculum Development ;

Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works (2nd ed.). Alexandria, Va.: Ascd.

Hattie, John. (2012) Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London

Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in CITW including the strategy rule-based summarizing, During PLC or professional development. Come to an agreement about a school-wide version of rule-based summarizing. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers.

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use instructional technology resources including Microsoft Word, Prezi, PowerPoint, Cornell Notes online, interactive whiteboard, and EasiTeach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers

Strategy 2:

Accelerated Adolescent Reading Initiative - Staff will provide supplemental reading instruction to identified, at-risk, students using the Accelerated Adolescent Reading Initiative protocol one hour daily for one semester.

Category:

Research Cited: Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. S.

Russell. 2005. University of Maryland.

Tier: Tier 2

Activity - Directed Guided Reading in Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher instructs students in a small group setting and students are asked inferential questions and are required to provide in text evidence to support their responses.	Supplemental Materials	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Title I Part A	Students, parents, and all educational staff

School Improvement Plan

Carter Middle School

Strategy 3:

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: DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 4:

MTSS Interventions - Student needs will be assessed based on academic performance. Based on data, students will be provided with necessary supports.

Category: Learning Support Systems

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation

. Alexandria, VA: National Association of State Directors of Special Education. Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Consultation and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 5:

Family Engagement - District staff will support district and school family engagement programs.

Category: School Culture

Research Cited: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. G.

School Improvement Plan

Carter Middle School

Unger & M. B. Sussman (Eds.), Families in community settings: Interdisciplinary perspectives (pp. 99-126). New York: Haworth Press.

Epstein, J. L., & Sanders, M. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. Peabody Journal of Education, 81(2), 81-120.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (Strategy Brief). Austin, TX: National Center for Family and Community Connections with Schools, SEDL. Retrieved May 1, 2005 from <http://www.sedl.org/connections/resources/rb/research-brief3.pdf>

Tier: Tier 1

Activity - Award ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Other	All staff

Activity - Title 1 Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to attend after school workshops to support academic learning.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	Title I Schoolwide	All Title 1 staff

Strategy 6:

Tier 1 Word Generation - All teachers will use the Word Generation Program on a bi-weekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

Category: English/Language Arts

Research Cited: Balfanz, Robert. "Closing Middle Grade Achievement Gaps: Indicators and Enablers: Findings from a Decade of Work." NYC DOE Closing the SY 2017-2018

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School Improvement Plan

Carter Middle School

Achievement Gap Series, March 24, 2009.

Johnson, Evelyn S. Ed.D, Juli Pool, Ph.D, and Deborah R. Carter, Ph.D. Screening for Reading Problems Grades 4 Through 12. Boise State University. Published on the RTI Network.

Tier: Tier 1

Activity - Tier 1 Teacher Training on Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train 6-8 teachers in Word Generation. Content area teachers will utilize the words through their classes on a bi-weekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Teaching Staff
Activity - Tier 1 Monitor Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk throughs and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Tier 1 Evaluate Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Pre and Post Test with the Data Director to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Goal 3: All students will meet or exceed state and local standards in writing.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/30/2024 as measured by Spring State Assessment..

Strategy 1:

Classroom Instruction that Works: Note Taking and Summarizing - Classroom Instruction that Works: Note Taking and Summarizing will provide a research-based framework of strategies to improve instruction and student achievement.

School Improvement Plan

Carter Middle School

Category: Career and College Ready

Research Cited: Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works (2nd ed.). Alexandria, Va.: ASCD.

Pitler, H. (2007). Using technology with classroom instruction that works. Alexandria, Va.: Association for Supervision and Curriculum Development ; ASCD.

Dean, C. B. (2012). Classroom instruction that works research-based strategies for increasing student achievement (2nd ed.). Alexandria, Va.: ASCD.

Hattie, John. (2012) Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London

Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in CITW including the strategy rule-based summarizing. During PLC or professional development, come to an agreement about a school-wide version of rule-based summarizing. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers.

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use instructional technology resources including: Microsoft Word, Prezi, PowerPoint, Cornell Notes online, interactive white board, and Easiteach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers.

Strategy 2:

Writing Support - Students will be targeted for direct instruction using research-based strategies to support organization and idea development in writing.

Category:

Research Cited: Writing depends on several processes that operate recursively with one another—generating and organizing ideas initially, then translating ideas into words, and finally revising (Hayes and Flower, 1980; Berninger, 1994; Berninger and Swanson, 1994; Berninger, Abbott, Whitaker, Sylvester, and Nolen, 1995). Each of the critical steps in the writing process must be taught directly (Gersten and Baker, 2001) and practiced repeatedly (Swanson, Hoskyn, and Lee, 1999).

See: http://www.soprislearning.com/docs/librariesprovider3/other-products-items/stepuptowriting_research_base.pdf?sfvrsn=0

Tier: Tier 2

Activity - Step up to Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Step Up to Writing color coding to identify quality organization and improve idea development.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$600	General Fund	Teachers with struggling writers.

School Improvement Plan

Carter Middle School

Strategy 3:

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: DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 4:

MTSS Interventions - Students needs will be assessed based on academic performance. Based on data students will be provided with necessary support.

Category: Learning Support Systems

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation

. Alexandria, VA: National Association of State Directors of Special Education. Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Consultation/ Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 5:

Family Engagement - District staff will support district and school family engagement programs.

Category: School Culture

Research Cited: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. G. Unger & M. B. Sussman (Eds.), Families in community settings: Interdisciplinary perspectives (pp. 99-126). New York: Haworth Press.

Epstein, J. L., & Sanders, M. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. Peabody Journal of Education, 81(2),

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81-120.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (Strategy Brief). Austin, TX: National Center for Family and Community Connections with Schools, SEDL. Retrieved May 1, 2005 from <http://www.sedl.org/connections/resources/rb/research-brief3.pdf>

Tier: Tier 1

Activity - Award ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Title 1 Parent Nights/FieldTrips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend curriculum based field trips (science center, museum, etc) 1 on 1 with their child. School pays for both of them to attend. School is also providing opportunities for families to attend movie nights and curriculum based activities at the school.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	Title I Schoolwide	All Title 1 staff

Strategy 6:

Academic Vocabulary - Word Generation is a research-based vocabulary program to teach middle school students academic vocabulary. It is designed to teach a focus set of target academic vocabulary words through language arts, math, science, and social studies classes school- or grade-wide. The cross-content focus on a small number of words each week help students understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding.

Category: English/Language Arts

Research Cited: Balfanz, Robert. "Closing Middle Grade Achievement Gaps: Indicators and Enablers: Findings from a Decade of Work." NYC DOE Closing the Achievement Gap Series, March 24, 2009.

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Johnson, Evelyn S. Ed.D, Juli Pool, Ph.D, and Deborah R. Carter, Ph.D. Screening for Reading Problems Grades 4 Through 12. Boise State University. Published on the RTI Network.

Tier: Tier 1

Activity - Middle School Quality Initiative Learning Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Direct Instruction, Implementation, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teaching Staff

Goal 4: All students will meet or exceed state and local standards in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Science by 06/30/2024 as measured by Spring State Assessment..

Strategy 1:

Classroom Instruction that Works - Note Taking and Summarizing will provide a research based framework of strategies to improve instruction and student achievement.

Category: Career and College Ready

Research Cited: Research Cited: Dean, C. B. (2012). Classroom instruction that works research-based strategies for increasing student achievement (2nd ed.).

Alexandria, Va.: ASCD.

Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works (2nd ed.). Alexandria, Va.: AscD.

Pitler, H. (2007). Using technology with classroom instruction that works. Alexandria, Va.: Association for Supervision and Curriculum Development ; ASCD.

Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London.

Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Train staff in CITW including the strategy; rule-based Summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
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Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use instructional technology resources including Microsoft Word, Quizlet, Prezi, Power Point, Cornell Notes online, Student Response Systems, Mimeo, and interactive white board to support note-taking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All 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: Science

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 3:

MTSS Interventions - Student needs will be assessed based on academic performance. Based on data students will be provided with necessary support.

Category: Learning Support Systems

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation

. Alexandria, VA: National Association of State Directors of Special Education. Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Tier II & Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Research based activities and strategies will be implemented as data determines areas of student deficiencies.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Lunch Time Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During lunch time students have the opportunity to come down and get caught up on assignments, get help from teachers or redo labs.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All Science Teachers

Strategy 4:

Family Engagement - District staff will support district and school family engagement programs.

Category: Science

Research Cited: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. G. Unger & M. B. Sussman (Eds.), Families in community settings: Interdisciplinary perspectives (pp. 99-126). New York: Haworth Press.

Epstein, J. L., & Sanders, M. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. Peabody Journal of Education, 81(2), 81-120.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (Strategy Brief). Austin, TX: National Center for Family and Community Connections with Schools, SEDL. Retrieved May 1, 2005 from

<http://www.sedl.org/connections/resources/rb/research-brief3.pdf>

Tier: Tier 1

Activity - Award ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

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Strategy 5:

Academic Vocab. - Word Generation is a research-based vocabulary program to teach middle school students academic vocabulary. It is designed to teach a focus set of target academic vocabulary words through language arts, math, science, and social studies classes school- or grade-wide. The cross-content focus on a small number of words each week help students understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding.

Category: Science

Research Cited: Balfanz, Robert. "Closing Middle Grade Achievement Gaps: Indicators and Enablers: Findings from a Decade of Work." NYC DOE Closing the Achievement Gap Series, March 24, 2009.

Johnson, Evelyn S. Ed.D, Juli Pool, Ph.D, and Deborah R. Carter, Ph.D. Screening for Reading Problems Grades 4 Through 12. Boise State University. Published on the RTI Network.

Tier: Tier 1

Activity - Middle School Quality Initiative Learning Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teaching Staff

Goal 5: All students will meet or exceed state and local standards in social studies.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all strands in Social Studies by 06/30/2024 as measured by Spring State Assessment..

Strategy 1:

Classroom Instruction that Works: Note Taking and Summarizing - Classroom Instruction that Works: Note taking and summarizing will provide a research-based framework of strategies to improve instruction and student achievement.

Category: Career and College Ready

Research Cited: Dean, C. B. (2012). Classroom instruction that works research-based strategies for increasing student achievement (2nd ed.). Alexandria, Va.: ASCD.

Pitler, H., & Stone, B. (2012). A handbook for classroom instruction that works (2nd ed.). Alexandria, Va.: Ascd.

Pitler, H. (2007). Using technology with classroom instruction that works. Alexandria, Va.: Association for Supervision and Curriculum Development ; ASCD.

Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: London.

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Tier: Tier 1

Activity - Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in CITW including the strategy; rule-based summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summarizing for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use instructional technology resources including Microsoft Word, Prezi, Power Power Point, Cornell Notes online, interactive white board, Kahoot.it, Google Docs and Easiteach to support notetaking and summarizing	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of graphic organizers will provide a research-based framework of strategies to improve instruction and student-achievement.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All 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: Social Studies

Research Cited: DuFour, R., DuFour, R., & Eaker, R. (Originally Published 2008; Updated 2015).

In Revisiting Professional Learning Communities at Work (pp. 1–9). Bloomington, IN: Solution Tree.

Tier: Tier 1

Activity - District Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 3:

MTSS Interventions - Student needs will be assessed based on academic performance. Based on data, students will be provided with necessary support

Category: Learning Support Systems

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Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation

. Alexandria, VA: National Association of State Directors of Special Education. Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Consultation/ Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation / coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff

Strategy 4:

Family Engagement - District staff will support district and school family engagement programs.

Category: School Culture

Research Cited: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. G. Unger & M. B. Sussman (Eds.), Families in community settings: Interdisciplinary perspectives (pp. 99-126). New York: Haworth Press.

Epstein, J. L., & Sanders, M. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. Peabody Journal of Education, 81(2), 81-120.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.

Ferguson, C. (2005). Developing a collaborative team approach to support family and community connections with schools: What can school leaders do? (Strategy Brief). Austin, TX: National Center for Family and Community Connections with Schools, SEDL. Retrieved May 1, 2005 from

<http://www.sedl.org/connections/resources/rb/research-brief3.pdf>

Tier: Tier 1

Activity - Award ceremonies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All staff
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Activity - Title 1 Parent Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend curriculum based field trips (science center, museum, etc) 1 on 1 with their child. School pays for both to attend.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	Title I Schoolwide	All Title 1 staff

Strategy 5:

Academic Vocab. - Word Generation is a research-based vocabulary program to teach middle school students academic vocabulary. It is designed to teach a focus set of target academic vocabulary words through language arts, math, science, and social studies classes school- or grade-wide. The cross-content focus on a small number of words each week help students understand the variety of ways in which words are related, and the multiple exposures to words will provide ample opportunities for deeper understanding.

Category: Social Studies

Research Cited: Balfanz, Robert. "Closing Middle Grade Achievement Gaps: Indicators and Enablers: Findings from a Decade of Work." NYC DOE Closing the Achievement Gap Series, March 24, 2009.

Johnson, Evelyn S. Ed.D, Juli Pool, Ph.D, and Deborah R. Carter, Ph.D. Screening for Reading Problems Grades 4 Through 12. Boise State University. Published on the RTI Network.

Tier: Tier 1

Activity - Middle School Quality Initiative Learning Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Academic Support Program, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Teaching Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$1000	All staff
Step up to Writing	Students will use Step Up to Writing color coding to identify quality organization and improve idea development.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$600	Teachers with struggling writers.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Parent Nights/FieldTrips	Parents are invited to attend curriculum based field trips (science center, museum, etc) 1 on 1 with their child. School pays for both of them to attend. School is also providing opportunities for families to attend movie nights and curriculum based activities at the school.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	All Title 1 staff
Title 1 Parent Nights	Parents are invited to attend curriculum based field trips (science center, museum, etc) 1 on 1 with their child. School pays for both to attend.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	All Title 1 staff

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Title 1 Parent Nights	Parents and students are invited to attend after school workshops to support academic learning.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$0	All Title 1 staff
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Middle School Quality Initiative Learning Practices	Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teaching Staff
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff

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Middle School Quality Initiative Literacy Practices	Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Supplemental Materials, Teacher Collaboration, Curriculum Development, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teaching Staff
Consultation/Coaching	Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Instructional Technology	Use instructional technology resources including Microsoft Word, Prezi, Power Power Point, Cornell Notes online, interactive white board, Kahoot.it, Google Docs and Easiteach to support notetaking and summarizing	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Summarizing	Train staff in CITW including the strategy; rule-based summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summarizing for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All staff
Tier 1 Monitor Implementation of Word Generation	Monitor the implementation of the instruction strategies through walk throughs and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Instructional Technology	Use instructional technology resources including: Microsoft Word, Prezi, PowerPoint, Cornell Notes online, interactive white board, and Easiteach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers.
Tier II & Tier III Interventions	Research based activities and strategies will be implemented as data determines areas of student deficiencies.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All staff
Number Talks	Number Talks strategies are introduced and reviewed during daily warm-up.	Supplemental Materials, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All math teachers

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Summarizing	Train staff in CITW including the strategy; rule-based Summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All staff
Summarizing	Train staff in CITW including the strategy: rule-based summarizing. Come to an agreement about a school-wide version of rule-based summarizing during PLC or professional development. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	06/05/2017	06/15/2018	\$0	All teachers
Instructional Technology	Use instructional technology resources including Microsoft Word, Prezi, PowerPoint, Cornell Notes online, interactive whiteboard, and EasiTeach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Consultation and Coaching	Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Instructional Technology	Use instructional technology resources including Microsoft Word, Prezi, Power Point, Cornell Notes online, interactive white board, and Easiteach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Notetaking with text structures	Implement use of notetaking strategies using text structures twice a month in all classes.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers
Consultation/ Coaching	Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Lunch Time Tutoring	During lunch time students have the opportunity to come down and get caught up on assignments, get help from teachers or redo labs.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	All Science Teachers
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff

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Middle School Quality Initiative Learning Practices	Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Direct Instruction, Implementation, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teaching Staff
Tier 1 Evaluate Word Generation	Staff will use Pre and Post Test with the Data Director to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/05/2017	06/15/2018	\$0	All staff
Middle School Quality Initiative Learning Practices	Students will define vocabulary words using context clues, identify synonyms, appropriate word usage and participate in partner activities to demonstrate understanding of the new vocabulary.	Academic Support Program, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Teaching Staff
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Graphic Organizers	The use of graphic organizers will provide a research-based framework of strategies to improve instruction and student-achievement.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Summarizing	Train staff in CITW including the strategy rule-based summarizing. During PLC or professional development. Come to an agreement about a school-wide version of rule-based summarizing. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All teachers.
Summarizing	Train staff in CITW including the strategy rule-based summarizing. During PLC or professional development, come to an agreement about a school-wide version of rule-based summarizing. Post appropriate steps for summary in classrooms for student and teacher reference.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All teachers.

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Tier 1 Teacher Training on Word Generation	Staff will collaborate as a professional learning community to research and create building level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train 6-8 teachers in Word Generation. Content area teachers will utilize the words through their classes on a bi-weekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Teaching Staff
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Consultation/ Coaching	Consultation / coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff
Instructional Technology	Use instructional technology resources including Microsoft Word, Quizlet, Prezi, Power Point, Cornell Notes online, Student Response Systems, Mimeo, and interactive white board to support note-taking and summarizing.	Supplemental Materials	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Parent Nights	Parents and students are invited to attend after school workshops to support academic learning.	Academic Support Program, Community Engagement	Tier 3	Implement	09/05/2017	06/15/2018	\$1000	All Title 1 staff
Directed Guided Reading in Informational Text	Teacher instructs students in a small group setting and students are asked inferential questions and are required to provide in text evidence to support their responses.	Supplemental Materials	Tier 2	Implement	09/05/2017	06/15/2018	\$3000	Students, parents, and all educational staff
Math Builder Class	District Provided Math Program with focus on additional opportunities for Bottom 30 %, non-proficient, and Title I students to receive Math instruction during the school day.	Technology , Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$85000	Highly Qualified Math Teachers

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AddVantage Math Program	AddVantage Math Program and Progress Monitoring system used to monitor, place students and provide skill building practice for students in the bottom 30%.	Technology , Supplemental Materials, Academic Support Program, Class Size Reduction, Direct Instruction	Tier 3	Implement	09/05/2017	06/15/2018	\$3000	Highly Qualified Math Teachers
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