

2019-2020 Goals & Plans

Carter Middle School

Warren Consolidated Schools

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Overview

Plan Name

2019-2020 Goals & Plans

Plan Description

School Improvement Goals & Plans for the 2019-2020 school year.

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: 4 Activities: 14 | Academic | \$0 |
| 2 | All students will meet or exceed state and local standards in English Language Arts. | Objectives: 1 Strategies: 4 Activities: 17 | Academic | \$0 |
| 3 | All staff will implement a school-wide PBIS program to improve the classroom learning environment and school culture. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$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:

Research-Based Strategies - ALL (Academic Language Learner) and CITW (Classroom Instruction That Works) - Carter staff will use research-based strategies (ALL/CITW) in their classroom instruction.

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 - Summarizing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Implement summarizing strategies in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |

| Activity - Instructional & Support Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Use Instructional technology resources including Microsoft Word, online formative assessment programs, Prezi, Power Point, Cornell Notes online, interactive white board, Quizlet, Kahoot, and other resources to support classroom instruction and student achievement. | Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |

| Activity - Tier I Teacher Training in ALL & CITW Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Train Carter staff (6-8th grade) at PLC and staff meetings to implement effective TIER I, II, and III academic language learner (ALL) & CITW strategies. | Academic Support Program | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Staff |

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| Activity - Tier I Monitor Implementation of ALL and CITW strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|--------------------------|
| Administrators will monitor implementation of ALL & CITW strategies with walk-throughs and program fidelity checks. | Monitor | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | Carter Administration |
| Activity - Tier I Evaluate effectiveness of strategies through Common Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will create common pre/post unit assessments and utilize these tests to assess the effectiveness of ALL & CITW strategies. | Evaluation | Tier 1 | Evaluate | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |
| Activity - Illustrative Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Illustrative Math curriculum materials will be used to encourage student communication and the development of problem-solving and reasoning skills. | Curriculum Development, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | General Fund | Carter's Math Department |

Strategy 2:

Tiered Instructional Strategies - Staff will implement tiered, research-based instructional strategies 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 Talk strategies will be introduced and reviewed during math warm-up. | Implementation, Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Math Teachers |

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| Activity - AddVantage Math Program/Math Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| Add+Vantage Math Recovery Program and progress monitoring system will be used to provide skill building practice and progress monitoring for students in the bottom 30%. (See Budget) | Class Size Reduction, Direct Instruction, Technology, Supplemental Materials, Academic Support Program | Tier 3 | Monitor | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | Carter Title 1 Math Teachers |

| Activity - Math Builder Class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| District provided math program with focus on additional opportunities for the bottom 30%, non-proficient, and Title I students to received math instruction during the school day. AVMR- Number Talks, and Math Journals. (See Budget) | Direct Instruction, Technology, Monitor, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | Carter Title 1 Math Teachers |

Strategy 3:

Professional Learning Communities (PLC) - Carter 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 - Instructional Learning Cycle (ILC) Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Staff will implement effective instruction by participating in pre-planning, instructional planning and follow-up. (See Budget) | Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |

| Activity - District Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Staff will attend District Professional Development to assist in MTSS (Multi-Tiered System of Support), ILC (Building & District Common Assessments), and data monitoring/analysis. (See Budget) | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |
| Activity - Implement MTSS Intervention Meetings (Quarterly) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will participate in consultation and coaching on positive behavioral and academic interventions for individualized support for students. (See Budget) | Teacher Collaboration | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter 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 |
| Students are recognized for achievements in content areas throughout the year. (See Budget) | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |

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| Activity - Title I Parent Nights and Field Trip Invitation | 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. Parents and students are invited to attend a curriculum-based field trip together. The trip is paid for by the school. (See Budget) | Parent Involvement, Community Engagement, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Title 1 Carter Staff |

Goal 2: All students will meet or exceed state and local standards in English Language Arts.

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:

Research-Based Strategies - ALL (Academic Language Learner) and CITW (Classroom Instruction That Works) - Carter staff will use research-based strategies (ALL/CITW) in their classroom instruction.

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. (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 - Notetaking with Text-Structures | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Implement note-taking strategies using text structures in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |
| Activity - Summarizing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Implement summarizing strategies in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |
| Activity - Instructional & Support Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use Instructional technology resources including Microsoft Word, online formative assessment programs, Prezi, Power Point, Cornell Notes online, interactive white board, Quizlet, Kahoot, and other resources to support classroom instruction and student achievement. | Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |
| 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 | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |
| Activity - Tier I Teacher Training ALL & CITW Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Train Staff 6-8th grade, at PLC and Staff Meetings to implement effective TIER I, II, and III academic language learner (ALL) & CITW strategies. | Implementation | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Staff |
| Activity - Tier I Monitor Implementation of ALL and CITW strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monitor implementation of ALL & CITW strategies with walk-throughs and program fidelity checks. | Monitor | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | Carter Administration |
| Activity - Tier I Evaluate effectiveness of strategies through Common Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will create common pre/post unit assessments and utilize these tests to assess the effectiveness of ALL & CITW strategies. | Evaluation | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter Teachers |

Strategy 2:

Tiered Instructional Strategies - Staff will implement tiered, research-based instructional strategies to support the curriculum.

Category: English/Language Arts

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.

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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: inferential questioning and text-evidence responses. | Direct Instruction, Supplemental Materials | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter ELA Teachers |
| Activity - Adolescent Critical Reading Intervention (ACRI) Builder Class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will provide supplemental reading instruction to identified, at-risk students using the ACRI protocol one hour daily for one semester. (See Budget) | Class Size Reduction, Direct Instruction, Technology, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | Carter Title 1 ELA Teachers |
| Activity - Corrective Reading Class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will provide intensive reading decoding instruction to identified, at-risk students using the Corrective Reading program one hour daily. (See Budget) | Class Size Reduction, Direct Instruction, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | Carter Special Education and Title 1 ELA Teachers |
| Activity - Oakland MAISA Writing Units | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students will utilize writing units to develop structured paragraphs and essays that cover six models of writing | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter ELA Teachers |
| Activity - Writers Workshop | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------|--------|---------------|------------|------------|-----|---------------------|-------------------------|
| Carter ELA staff will implement a Writers Workshop model, which includes writing mini-lessons, independent writing, language instruction, and writing pieces of varying lengths. This writing will help students identify quality organization and improve idea development. | Direct Instruction | Tier 2 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | All Carter ELA Teachers |
|--|--------------------|--------|---------------|------------|------------|-----|---------------------|-------------------------|

Strategy 3:

Professional Learning Communities (PLC) - 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 - Instructional Learning Cycle (ILC) Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Staff will implement effective instruction by participating in pre-planning, instructional planning and follow-up. (See Budget) | Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |

| 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 (Multi-Tiered System of Support), ILC (Building & District Common Assessments), and data monitoring/analysis. (See Budget) | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |

| Activity - Implement MTSS Intervention Meetings (Quarterly) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Staff will participate in consultation and coaching on positive behavioral and academic interventions for individualized support for students. (See Budget) | Teacher Collaboration | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter 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.

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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. (See Budget) | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Carter Staff |
| Activity - Title I Parent Nights and Field Trip Invitation | 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. Parents and students are invited to attend a curriculum-based field trip together. Trip is paid for by the school. (See Budget) | Parent Involvement, Community Engagement, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | All Title 1 Carter Staff |

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

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Measurable Objective 1:

collaborate to develop and implement a school-wide PBIS system by 06/20/2024 as measured by a decrease in discipline referrals.

Strategy 1:

Positive Behavioral Interventions and Supports (PBIS) - Using defined non-academic, at-risk behavioral criteria, staff will identify students and provide behavioral interventions and supports.

Category: School Culture

Research Cited: Research Cited: Scheuermann, B. K., and J. A. Hall. Positive behavioral supports for the classroom. 2nd. Upper Saddle River, NJ: Pearson Education, Inc., 2013. Print

Tier: Tier 1

| Activity - PBIS-Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Carter staff will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. | Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | Carter Middle School Staff and Building Administrator |

| Activity - PBIS-Implement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Carter staff will continue to provide mentoring & support programs (PBIS, Where Everybody Belongs (WEB), Cultural Diversity Training, Peer to Peer, counselor support groups, Restorative Justice, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. (See Budget) | Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Title I Part A | Carter Middle School Staff and Building Administrators. |

| Activity - PBIS-Monitor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|---------|--------|---------|------------|------------|-----|---------------------|---|
| PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students. (See Budget) | Monitor | Tier 1 | Monitor | 09/03/2019 | 06/12/2020 | \$0 | No Funding Required | Carter Middle School Staff and Building Administrators. |
|--|---------|--------|---------|------------|------------|-----|---------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--|--------|-----------|------------|------------|-------------------|---|
| PBIS-Implement | Carter staff will continue to provide mentoring & support programs (PBIS, Where Everybody Belongs (WEB), Cultural Diversity Training, Peer to Peer, counselor support groups, Restorative Justice, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success. (See Budget) | Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Middle School Staff and Building Administrators. |
| District Professional Development | Staff will attend District Professional Development to assist in MTSS (Multi-Tiered System of Support), ILC (Building & District Common Assessments), and data monitoring/analysis. (See Budget) | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Implement MTSS Intervention Meetings (Quarterly) | Staff will participate in consultation and coaching on positive behavioral and academic interventions for individualized support for students. (See Budget) | Teacher Collaboration | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| District Professional Development | Staff will attend District Professional Development to assist in MTSS (Multi-Tiered System of Support), ILC (Building & District Common Assessments), and data monitoring/analysis. (See Budget) | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Award ceremonies | Students are recognized for achievements in content areas throughout the year. (See Budget) | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |

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| | | | | | | | | |
|---|---|--|--------|-----------|------------|------------|-----|---|
| Instructional Learning Cycle (ILC) Meetings | Staff will implement effective instruction by participating in pre-planning, instructional planning and follow-up. (See Budget) | Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Award ceremonies | Students are recognized for achievements in content areas throughout the year. (See Budget) | Community Engagement, Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Title I Parent Nights and Field Trip Invitation | Parents and students are invited to attend after-school workshops to support academic learning. Parents and students are invited to attend a curriculum-based field trip together. The trip is paid for by the school. (See Budget) | Parent Involvement, Community Engagement, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Title 1 Carter Staff |
| AddVantage Math Program/Math Recovery | Add+Vantage Math Recovery Program and progress monitoring system will be used to provide skill building practice and progress monitoring for students in the bottom 30%. (See Budget) | Class Size Reduction, Direct Instruction, Technology, Supplemental Materials, Academic Support Program | Tier 3 | Monitor | 09/03/2019 | 06/12/2020 | \$0 | Carter Title 1 Math Teachers |
| Instructional Learning Cycle (ILC) Meetings | Staff will implement effective instruction by participating in pre-planning, instructional planning and follow-up. (See Budget) | Teacher Collaboration | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Corrective Reading Class | Staff will provide intensive reading decoding instruction to identified, at-risk students using the Corrective Reading program one hour daily. (See Budget) | Class Size Reduction, Direct Instruction, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Special Education and Title 1 ELA Teachers |

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| | | | | | | | | |
|---|---|--|--------|-----------|------------|------------|-----|------------------------------|
| Title I Parent Nights and Field Trip Invitation | Parents and students are invited to attend after school workshops to support academic learning. Parents and students are invited to attend a curriculum-based field trip together. Trip is paid for by the school. (See Budget) | Parent Involvement, Community Engagement, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Title 1 Carter Staff |
| Math Builder Class | District provided math program with focus on additional opportunities for the bottom 30%, non-proficient, and Title I students to receive math instruction during the school day. AVMR- Number Talks, and Math Journals. (See Budget) | Direct Instruction, Technology, Monitor, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Title 1 Math Teachers |
| Implement MTSS Intervention Meetings (Quarterly) | Staff will participate in consultation and coaching on positive behavioral and academic interventions for individualized support for students. (See Budget) | Teacher Collaboration | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Adolescent Critical Reading Intervention (ACRI) Builder Class | Staff will provide supplemental reading instruction to identified, at-risk students using the ACRI protocol one hour daily for one semester. (See Budget) | Class Size Reduction, Direct Instruction, Technology, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Title 1 ELA Teachers |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|------------------------|--------|---------------|------------|------------|-------------------|---|
| PBIS-Getting Ready | Carter staff will receive PBIS training and job-embedded support at PLC meetings and monthly staff meetings. | Professional Learning | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | Carter Middle School Staff and Building Administrator |
| Instructional & Support Technology | Use Instructional technology resources including Microsoft Word, online formative assessment programs, Prezi, Power Point, Cornell Notes online, interactive white board, Quizlet, Kahoot, and other resources to support classroom instruction and student achievement. | Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |

2019-2020 Goals & Plans

Carter Middle School

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|--|--|--|--------|---------------|------------|------------|-----|---|
| Tier I Monitor Implementation of ALL and CITW strategies | Monitor implementation of ALL & CITW strategies with walk-throughs and program fidelity checks. | Monitor | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Administration |
| Writers Workshop | Carter ELA staff will implement a Writers Workshop model, which includes writing mini-lessons, independent writing, language instruction, and writing pieces of varying lengths. This writing will help students identify quality organization and improve idea development. | Direct Instruction | Tier 2 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | All Carter ELA Teachers |
| Instructional & Support Technology | Use Instructional technology resources including Microsoft Word, online formative assessment programs, Prezi, Power Point, Cornell Notes online, interactive white board, Quizlet, Kahoot, and other resources to support classroom instruction and student achievement. | Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| Summarizing | Implement summarizing strategies in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| Tier I Monitor Implementation of ALL and CITW strategies | Administrators will monitor implementation of ALL & CITW strategies with walk-throughs and program fidelity checks. | Monitor | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter Administration |
| Summarizing | Implement summarizing strategies in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| Tier I Evaluate effectiveness of strategies through Common Assessments | Staff will create common pre/post unit assessments and utilize these tests to assess the effectiveness of ALL & CITW strategies. | Evaluation | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| PBIS-Monitor | PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students. (See Budget) | Monitor | Tier 1 | Monitor | 09/03/2019 | 06/12/2020 | \$0 | Carter Middle School Staff and Building Administrators. |
| Oakland MAISA Writing Units | All students will utilize writing units to develop structured paragraphs and essays that cover six models of writing | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter ELA Teachers |
| Tier I Teacher Training in ALL & CITW Strategies | Train Carter staff (6-8th grade) at PLC and staff meetings to implement effective TIER I, II, and III academic language learner (ALL) & CITW strategies. | Academic Support Program | Tier 1 | Getting Ready | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Tier I Teacher Training ALL & CITW Strategies | Train Staff 6-8th grade, at PLC and Staff Meetings to implement effective TIER I, II, and III academic language learner (ALL) & CITW strategies. | Implementation | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Staff |
| Directed Guided Reading in Informational Text | Teacher instructs students in a small group setting: inferential questioning and text-evidence responses. | Direct Instruction, Supplemental Materials | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter ELA Teachers |

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Carter Middle School

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|--|---|--|--------|-----------|------------|------------|-----|--------------------------|
| Number Talks | Number Talk strategies will be introduced and reviewed during math warm-up. | Implementation, Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Math Teachers |
| Notetaking with Text-Structures | Implement note-taking strategies using text structures in all classes. | Direct Instruction | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| 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 | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |
| Tier I Evaluate effectiveness of strategies through Common Assessments | Staff will create common pre/post unit assessments and utilize these tests to assess the effectiveness of ALL & CITW strategies. | Evaluation | Tier 1 | Evaluate | 09/03/2019 | 06/12/2020 | \$0 | All Carter Teachers |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|--|--------|-----------|------------|------------|-------------------|--------------------------|
| Illustrative Math | Illustrative Math curriculum materials will be used to encourage student communication and the development of problem-solving and reasoning skills. | Curriculum Development, Academic Support Program | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | \$0 | Carter's Math Department |