



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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Carter Middle School is a friendly, family-centered neighborhood school, located in a working class suburb just a few miles northeast of the research facility known as the General Motors Technology Center in Warren, Michigan. Our community consists of a diverse student body of approximately 844 students whose parents are employed in small business, manufacturing, and skilled trade business as middle class, hourly and salary workers, as well as working in white-collar jobs in technology, medicine, and business. Warren's median family income averages between \$40,000 and \$45,000, slightly lower than the State average. Many languages are represented at Carter, from the Middle Eastern Arabic or Chaldean descent, to those from Southeast Asia, Europe, and the Ukraine.

Carter is the second largest of the four middle schools in the Warren Consolidated School District, and is fully accredited by the North Central Association. All staff participates in Professional Learning Communities (PLCs) monthly or bi-weekly to work on the School Improvement Plan. This time allows staff to continually assess student needs and immediately adjust curriculum and lessons to meet those needs.

The teaching staff at Carter, while devoted to treating each child as an individual, and nurturing their creativity, is also very committed to the District's nationally recognized tradition of excellence, and continues to persevere in areas of innovation and technology. We are proud of our developmental instruction that seeks to reach all interests and levels of learning. Learning at Carter is personalized and versatile, while we work hard to provide a warm, caring environment that not only touches the hearts and minds of the children, but also prepares them to be lifelong learners in our fast-paced global society. We strive to provide rich and collaborative instruction that addresses the Multiple Intelligences, as well as the rigor contained in the strands, standards, and benchmarks of the Michigan Common Core Curriculum.

At Carter, we integrate cooperative learning and differentiated instruction strategies, along with Classroom Instruction that Works (CITW) strategies, into all instruction, valuing the success of each child. Experiences in the classroom are related to real-life situations which provide a solid foundation for independent learning. Support groups and personnel also provide help for those who experience social difficulties. Others that may require academic intervention receive help from a variety of sources. Reading, writing, and higher-level thinking skills are highlighted throughout the curriculum and are infused into all classes. Carter teachers use innovative teaching techniques and interactive technology to engage all levels and types of learners, and Special Education students are mainstreamed into Regular Education classes with support provided from our Resource Support Centers and our Teacher Consultants.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement- Our vision at Carter Middle School is to ensure high levels of learning, with a diverse, safe, and positive environment.

Mission Statement- Carter Middle School will provide an opportunity to all students to achieve academic excellence in a positive environment.

Beliefs Statement- To reach our vision, we believe we must:

1. provide a physically and emotionally safe, nurturing environment;
2. support student achievement through researched-based instructional strategies and technology;
3. facilitate student learning of the district and state driven curriculum;
4. actively participate in professional development opportunities, and;
5. practice effective two-way communication with parents and the community.

Carter Middle School, as a successful learning community, seeks to provide an educational environment that enables students to achieve their potential and contribute to society. Carter recognizes the emotional, social, physical, and intellectual needs of its community. In our partnership with this community, we are dedicated to providing a safe learning environment for all students to grow and achieve their maximum potential as successful lifelong learners and productive citizens in an ever-changing global society. To achieve this, our educational program seeks to combine a rigorous course of studies for all students with an appreciation for the effective needs of young adolescents. We commit to programs of curriculum development and staff development that enable teachers to provide effective instruction to all students and their families.

Led by our Professional Learning Community, the Carter staff believes in the principle that failure is not an option, and we will do all that needs to be done so that 1) all students learn specific information; 2) we determine which students have learned, and that 3) we respond to those that have not learned and are at-risk.

Further, we prepare all students to succeed in the district's high schools, including the magnet programs, and inspire them to become independent, life long learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Carter Middle School developed five main School Improvement goals in 2015-16 which will continue to be our focus for the 2016-2017 school year: all students will meet or exceed state and local standards in reading, all students will meet or exceed state and local standards in writing, all students will meet or exceed state and local standards in mathematics, all students will meet or exceed state and local standards in science, and all students will meet or exceed state and local standards in social studies. Based on these goals, staff continues to incorporate literacy across the curriculum. Since this adoption, our student achievement MSTEP scores have increased in reading and writing. To support the reading goal our School Improvement team implemented a Balanced Literacy Program district wide for language arts which includes two hours of ELA instruction. Other programs support reading and writing include Corrective Reading and the Adolescent Critical Reading Intervention (ACRI). Over the past three years, the district's IOWA, MEAP, and MSTEP data show our overall proficiency for ELA reading continues to increase school-wide, as well as a steady increase in social studies. At the district level, IOWA data indicates a slight increase in math proficiency although MSTEP data indicates a decrease in each grade level in math proficiency as well as 8th grade science proficiency. These results led us to incorporate increased non-fiction reading from online sources and our Literacy Library within our school. Currently, we are using Math Builder and ACRI classes during the school day to target our most at risk students and the Double Dose Morning Math and ELA programs outside the school day.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Carter Middle School commits to supporting the 21st Century Global Learner. Science Technology Engineering and Mathematics (STEM) and 21st Century Getting Creative/ Organization Skills technology classes are being offered in grades sixth thru eighth to develop a foundation of technology for all students. Eighth grade students have the opportunity to receive high school credit in multiple classes including Science, Algebra 1, and Spanish. Approximately 54% of the eighth grade students receive a high school credit for taking Spanish. One hundred thirty-one of our sixth, seventh, and eighth grade students attend WCS's magnet school, the Middle School Math Science and Technology Center-(MS)2TC. Nineteen of our seventh and eighth grade students attend WCS's MSVPA, Middle School Visual and Performing Arts.

Staff members commit to using Robert Marzano's Classroom Instruction that Works strategies and infuse technology daily to enhance instruction by posting their lesson plans online, using PowerSchool/ PowerTeacher to post grades, and infusing technology into daily classroom instruction.

Students are given multiple opportunities to engage in extra curricular activities such as 7/8 grade athletics, student council, ecology club (Michigan Green School recipient), band program, card club, chess club, Anime club, Title I workshops, Cover to Cover book club, Daily Announcement Crew, Carter World Cup (Spanish), yearbook, extravaganzas (school dance), semester Honor Roll celebrations and Principal All A List Celebrations.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Under the direction of the School Improvement (SIP) chairpersons, all stakeholders, which include staff, parents, and administration, took part in the Interim Self Assessment and student, parent, and community surveys, which led to the design of the 2016-2017 School Improvement/ Title I Plan. Meetings were held to collaborate on Carter's needs based on the achievement data (District Common Assessments, Iowa Assessment, and previous MEAP data). Additionally, perceptual and demographic data were gathered throughout the school year, such as Title I data, English Learners (EL), and Special Education. Meetings were held with all stakeholders including the parent group (Booster Club) and staff. During the 2015-2016 school year, surveys for all stakeholders (parent/community, students, and staff) were used to gather feedback. These surveys helped the School Improvement Team gather additional demographic and perceptual data from all stakeholders.

Administration and school improvement members begin every year by reviewing the School Improvement Plan with the entire staff, emphasizing the importance of the plan being a live document. From that point, staff members use the School Improvement Plan as a guide to implement curriculum, interventions, and programs to raise student achievement. Student achievement is driven by the School Improvement and the Title I Plan. Our PLC afternoons, staff meetings, and School Improvement professional learning meetings are used to implement and enhance the School Improvement Plan. School Improvement Team members are nominated by their peers per their bargaining contract at the beginning of each year. Parent stakeholders consist of our Booster Club members, parent volunteers, Title I parent program participants, and parent surveys. Our student council members convey the voice for our student population as well as student surveys.

Carter Middle School and Warren Consolidated School District's School and District Improvement Plans are posted on school and district websites.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers elect a group of teachers at the beginning of each school year to represent the staff on the School Improvement Team. Eight teachers, including one representative from the Special Education department, one representative from Title I and two administrators comprise the School Improvement Team. Additionally, Carter Middle School is supported by our Central Office Administration and our School Board members. In 2016-2017, the Carter Student Council will continue to review their School Improvement responsibilities and represent the student body at the Advisory Night meetings and student council meetings for the opportunity to be a part of the monitoring and improving our current SIP. Parents are kept abreast of the School Improvement plan throughout the school year. In 2016-2017, the School Improvement Team will welcome several additional parent involvement opportunities to (Academic Advisory Night) increase parent involvement in the School Improvement process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final School Improvement Plan is posted on the school and district website. The plan is shared with all school staff members both in print and electronically at an opening day professional learning meeting. Booster Club members (parents) and Title I parents review the School Improvement Plan at the beginning of each school year. Administration and staff members refer to the School Improvement Plan throughout the school year at curriculum night meetings, open house, parent teacher conferences, and student/parent orientation nights.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment at Carter Middle School has been consistent over the last three years. In that time span enrollment has increased by 7 students.

In the last three years, Carter Middle School has seen a steady increase in the enrollment of students with disabilities, English Language Learners, and the economically disadvantaged.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student attendance has hovered around 95% for the past three years. The average student attendance for 2015-2016 was 93.8%. One of the attendance challenges faced at Carter Middle School is the amount of students tardy to their 1st hour classes. About 5% of students are chronically tardy, showing up late to school in the morning between 15 and 68 times this school year. Another challenge would be that 10.5% of students have between 5-30 unverified absences this school year, meaning that parents are not notifying the school.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Carter Middle Schools most significant challenge regarding discipline is our lack of parental support with chronic discipline offenders. Administration has noticed a significant increase in discipline with students who are new to the school district. These transient students lack prior discipline structure, lack the knowledge of the student code of conduct, and accountability.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

In response to the changing demographics and behavior issues, we have implemented a Multi-Tiered System of Support within the classroom structure. Since the implementation of progressive discipline, MTSS, and required parent meetings, we have seen a slight decrease in student discipline referrals. In 2016-2017 Carter will launch a PBIS Program to support all student behavior and academics.

class, and additional ELL and Title 1 support.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our staff has, on average, 13 years of teaching experience. Administration is highly experienced, with a combined total of 19 years, and has been stable team for over 7 years. That level of experience provides our students with quality instruction and enhances achievement. The strong level of administrator and staff experience provides strong academic delivery, as well as a strong understanding of the mind of a middle school student.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We have a balance of teachers who have extensive experience as well as novice teachers. The experienced teachers have a strong understanding of curriculum and method of delivery. Novice teachers hold the most current research regarding best practices and use those practices to drive instruction. This combination of teachers has proven beneficial for students due to high levels of collaboration among staff.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

School leaders have an extremely low rate of absenteeism. Their constant presence and support has a positive impact on student achievement and school environment.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Staff absenteeism has decreased dramatically in the last three years. When teachers are present and teaching everyday, learning takes place. The consistency creates a comfortable and predictable environment where students understand expectations and come in ready to learn.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Diversity, SIOP, and special population training is needed to address the challenges regarding teacher/school/school leader demographics. With the addition of a district MTSS administrative and instructional leader position, Carter Middle School is looking forward to researching and implementing Tier 2 and 3 interventions to address our non-proficient student population.

Programs have been put into place to help our students to be more successful, such as ACRI, Math Builder, English Learner ELA block class, and additional EL and Title 1 support.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

According to the Interim Self-Assessment data the standards that stand out as strengths in our building are Standard 3 (Teaching and Assessing for Learning) which are: teachers participate in collaborative learning communities to improve instruction and student learning, teachers participate in collaborative learning communities to improve instruction and student learning, the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience, all staff members participate in a continuous program of professional learning. and Standard 4 (Resources and Support Systems) which is: the school provides support services to meet the physical, social, and emotional needs of the student population being served.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

According to the Interim Self-Assessment data the standards that stand out as challenges in the building are Standard 3 and Standard 4. The following standards were rated at 3, but had a high number of responses at level 2:

- The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress, the technology infrastructure supports the school's teaching, learning, and operational needs.

12. How might these challenges impact student achievement?

Interventions must be implemented both within the school day and after. Without the support of the district (funding), intervention options are limited. Based on these limitations, students are receiving as much academic support as possible with differentiated instructional learning strategies and pull out/push in learning opportunities.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

To address these challenges, Carter will implement a multi-tiered system for support (MTTS). Staff will also continue to implement Classroom Instruction That Works strategies. Differentiated instruction will be implemented daily to reach all students. Curriculum training and alignment will continue to be a focus for the 2016-2017 school year. Staff will continue to meet at a district level to align curriculum with our SY 2016-2017

power standards and target goals. The introduction of the WEB (Where Everybody Belongs) mentoring program will provide more leadership opportunities for students. Title 1 parent/family nights will continue to take place to encourage the home/school connection.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have access to a variety of intervention resources. Carter offers an ELA/Math Resource Room, RSC (Resource Center), ACRI and Math Builder intervention classes. Teacher consultants, a school social worker, speech pathologist, an intervention specialist, and a school psychologist are on site each day. Carter is home to the district's Emotionally Impaired program which is staffed with a highly qualified teacher and aide. School administration work collaboratively with the district special education supervisor and director to ensure that students with disabilities have access to the full array of intervention programs available.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Carter offers many extended learning opportunities for both struggling and high achieving students. Title 1 intervention classes in language arts and math are offered on a semester basis. Double Dose Math and ELA are offered before school weekly, as well as extended learning opportunities such as, the after school Title I Workshops. High achieving students have the opportunity to apply to attend WCS magnet programs such as: MS2TC and MSVPA. High school credit classes are also available for middle school students such as: Algebra 1, Spanish, and Science. Advanced academic students have full access to the high school course catalog.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

To qualify for an extended learning opportunity; students' IOWA scores, MSTEP, classroom achievement scores, teacher recommendations and placement tests (COGAT) are used to determine eligibility. Parents are notified by letters in the mail and/or phone calls if they are within the top 20% of the student population and are candidates for the extended learning (MS2TC/VPA).

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Classroom walk-through's, teacher evaluation process, lesson plan reviews, district content specialists (CITS), pacing maps, and MISD support ensure that the state content standards are being implemented. Staff must attach standards to each assignment entered in the gradebook and report cards are standard based to ensure that all standards are being implemented with fidelity. Furthermore, our building

School Improvement Plan

Carter Middle School

goal "Cite (textual) evidence to support analysis of what the text says explicitly as well as inferences drawn from the text," is a state content standard. Each staff member is required to document two pieces of evidence each month to monitor this goal.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not Applicable

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Carter's 7th grade scores were a strength, coming in at 43.9 National Percentile Rank (NPR).

On the 2015 Spring M-Step, 6th Grade scored slightly above district average, where 42.6% scored proficient (Level 3 or 4).

19b. Reading- Challenges

On the 2015 M-Step, 7th and 8th grade scored below district average.

All scores on IOWA, while improving, are still below 50 National Percentile Ranking (NPR).

19c. Reading- Trends

As a whole, Carter students improved on the IOWA, going up 5.8 in the National Percentile Rank (NPR) from Fall 2015 to Spring 2016. 6th graders went up 4.7 NPR, 7th grades up 6.7 NPR, and 8th graders up 6.1 NPR.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Carter will continue to address the bottom 30% non-proficient student population. This will encourage parents and students to participate in intervention programs developed through the Multi-Tiered Systems of Support (MTSS) such as: Title 1 support such as Adolescent Critical Reading Initiative program (ACRI), before and after school workshops/programs, and classroom guided reading activities.

Students identified by IOWA data and/or recommended by teachers were tested individually by a qualified teacher using a Qualitative Reading Inventory (QRI). The QRI is an accurate test of an individual's reading fluency and comprehension level. Students who fell below grade level for comprehension were identified and will be targeted in the 2016-2017 school year for additional support and placement in the ACRI program accordingly.

This summer there will be a voluntary Summer Reading Program offered. The program will meet weekly in hopes of fostering the development of reading during the summer months.

20a. Writing- Strengths

7th grade scored 47 National Percentage Ranking (NPR) in Written Expression, and 46.5 NPR in Conventions of Writing on the Spring 2016 IOWA.

All students are assessed using a District Writing Assessment twice a year and are showing appropriate progress from Fall to Spring.

Carter students use universal writing rubric (Common Core) which are taught across all academic areas.

20b. Writing- Challenges

As a whole, Carter students are still below 50 National Percentile Ranking (NPR) in both Written Expression (43.7 NPR) and Conventions of Writing (43.7 NPR).

20c. Writing- Trends

On the IOWA, All levels showed growth on the IOWA from Fall 2015 to Spring 2016 in both Written Expression and Conventions of Writing. As a building, Carter students went up 5.4 on IOWA's National Percentile Ranking (NPR) in Written Expression and up 4.5 NPR in Conventions of Writing.

In Written expression, 6th graders went up 4.4 NPR, 7th graders went up 6.4 NPR, and 8th graders went up 5.2 NPR.

In Conventions of Writing, 6th graders went up 3.1 NPR, 7th graders went up 5.4 NPR, and 8th graders went up 5.1 NPR.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Although Carter was below average on IOWA's NPR rankings, we continue to trend upward. Students will continue to receive Balanced Literacy in ELA and District Writing Performance Assessments will be used to monitor progress.

21a. Math- Strengths

7th grade and 8th grade both scored 43 National Percentage Ranking (NPR) in their Math Total with Computation on the Spring 2016 IOWA.

Carter's 6th and 8th graders percentage of proficiency in math were above the district averages.

21b. Math- Challenges

The number of students at levels 3 and 4 proficiency for 7th grade fall below the district average on the 2015 M-STEP,

All three grade levels are below state average with the number of proficient students in math.

21c. Math- Trends

As a whole, Carter students improved on the IOWA, going up 4.7 in the National Percentile Rank (NPR) from Fall 2015 to Spring 2016. 6th graders went up 6.2 NPR, 7th grades up 5.6 NPR, and 8th graders up 2.4 NPR.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Carter will continue to address the bottom 30% non-proficient student population. This encourages parents and students to participate in intervention programs developed through the Multi-Tiered Systems of Support (MTSS) such as: Title 1 Math Builder, before and after school workshops, and grade level Double Dose Morning Math.

Carter implemented Morning Double Dose Math in 2015-2016 along with the addition of three Math Builder (school day intervention), and Carnegie MISD programs (summer intervention). In 2015-2016, students who scored in the bottom 30% were identified and strongly encouraged to participate in one or more of the interventions provided. Carter staff aligned the district curriculum with the Common Core and were allocated PLC time to collaborate and revise lessons for 2016-2017.

Students identified by IOWA data and/or recommended by teachers will be placed in the Title 1 Math Builder Program for the 2016-2017 school year. Students who fell below grade level for NPR Math Total with Computation were identified and will be targeted in the 2016-2017 school year for additional help and will be recommended in the Morning Double Dose program accordingly.

22a. Science- Strengths

Carter's 16.7% was the second highest of the four middle schools in the district. Growth cannot be determined until the 2016 MSTEP scores are reviewed.

22b. Science- Challenges

With the lack of district wide science standards in the past, alignment, and curriculum planning has been problematic. In the spring of 2016, WCS adopted the NGSS standards which are aligned to the Common Core. Staff training and implementation of the NGSS standards will begin in fall of 2016.

22c. Science- Trends

Carter students scored below both the district and state average proficiency in Science over the past five years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Carter recognizes that science is an area of concern and the Carter School Improvement Plan now contains a science goal. With the implementation of the NGSS standards in the upcoming year, Carter is confident that science scores will increase.

23a. Social Studies- Strengths

Carter's 8th Grade MSTEP scores were considerably above the district average, with a score of 33.3% of proficient students. Carter's 8th grade students ranked highest in Macomb County. Carter students also had one of the largest increases of proficiency in Macomb County.

23b. Social Studies- Challenges

Carter teachers and students struggle with the ever changing state assessment process. Students struggle with critical thinking and application skills which are becoming a larger component of state assessments.

23c. Social Studies- Trends

Carter's MSTEP scores have matched the trend of Carter being slightly higher than the districts average for the past five years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Carter teachers will continue to implement CITW strategies and multi-tier intervention strategies while teaching the Common Core standards.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The area in which students reported the highest overall level of satisfaction was that they felt safe and comfortable at school. In the student survey, 82% of students reported that if they had a problem, they felt that there were people at Carter Middle School who could help them. Most students also stated that their teachers gave them helpful feedback on their progress so that they could improve.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The area that students reported as the lowest level of satisfaction was that many felt they receive too much homework. They also felt they are not given adequate time in the lunchroom to finish their lunches due to long lunch lines for those that purchase hot lunch each day. Students also felt that they would benefit from an additional minute during passing time (from 4 to 5 minutes).

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Teachers at Carter Middle School are continuing to monitor the amount of homework given in their classes. They will also continue to provide time for students to work on assignments during class. During this time, teachers will allocate time to discuss and clarify lesson and answer questions to eliminate wasted time. The amount of time given for student's lunch time (30 minutes) and passing time (4 minutes) is set by the district to allow an optimal amount of instruction time without extending the school day.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

More than 80% of parents who responded were pleased with the staff/teachers and felt that their overall experience at Carter Middle School has been a positive one. Specifically, 82% of parent indicated that they were happy with the level of communication they receive from the teachers about their student's progress in school. 79% of parents felt that the teachers and administration were accessible and responsive to their needs. According to the survey, 87% of parents felt that school provided a safe learning environment for their child. They were happy with the level of knowledge and adherence of what is expected of their child in each class and the welcoming environment that the staff

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creates within the school. They felt the staff was qualified, knowledgeable, gave challenging work, and taught using a variety of teaching strategies. The parents were satisfied with all members of the staff.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Upon analyzing the results of the survey, there were a few areas that parents thought Carter Middle School could show improvement. These included: the parking lot drop-off/pick-up, outdated technology, and lack of elective or extra-curricular options. Parents expressed their frustration with the unsafe conditions in the parking lot due to the large number of parents dropping off/picking up their kids and parents not following the given traffic patterns. There are also a limited number of parking spots available to sit and wait for your child. Parents also felt that the school needed additional technology for students to access and updates to the current technology so that it is consistently in working order. The last issue mentioned is that parents would like to see more elective options and more extra-curricular activities being offered to students. They felt that there were not enough after-school sports or clubs for the students and that there was a lack of communication about how to sign-up and participate in those options that were available.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The traffic pattern is designed as effectively as possible within the constraints of the construction of the parking lot. In order to address the lack of technology and needed updates, the community members of Warren Consolidated Schools have recently passed a bond that will provide technology updates to Carter Middle School, as well as the other schools within the district. The district's policy is that after-school sports are offered beginning in 7th grade. Our building has offered clubs to students in 6th-8th grade. Clubs include a Book Club, Ecology Club, Yearbook, Technology Crew, Anime Club, and Student Council. During the 2015-2016 school year, Carter has added a Card Club and a Chess Club. As a building, staff and administration will continue to look at additional options for after-school clubs that can be offered to our students in order to increase student involvement.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

There were two areas that indicate the highest level of satisfaction to teachers and staff. The first one was that Carter Middle School teachers reported that they felt supported by the school leaders. In the survey, 63% of teachers reported that they felt supported in the PLC process. The other area of satisfaction reported was 90% of staff members felt that "Courage Up" motto and initiative of anti-bullying has made a positive impact on the culture at Carter Middle School. 100% of staff felt that the videos and articles provided for staff to implement the "Courage Up" initiative were valuable and helpful.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

There were a few areas that staff indicated that they would like addressed for the coming school year in order to improve satisfaction. The first is better communication building wide. They would also like to see a positive behavior program implemented with fidelity. The staff reports that they would like to feel more supported in what they do within their classrooms.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

As soon as information from Warren Consolidated School district is made available, administration and office staff will communicate this information to the staff within the building. Next year, Carter Middle School will implement a PBIS program in order to improve school culture and student behavior. We will also implementing the WEB program to encourage student involvement through mentoring. Finally, administration will continue to work with staff, listening to their concerns and addressing them as they see fit.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

According to a survey of parents within Warren Consolidated Schools, 76% of Carter Middle School parents felt that the school communicated effectively about their goals and activities. The survey also indicated that 88% of parents felt that their child knew the expectations for learning in all their classes and 76% of parents felt that their child was given multiple assessment to measure his/her understanding of what was taught.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

According to the Warren Consolidated Schools parent survey given this year, there were a couple areas where parents felt Carter Middle School could use improvement. The first area of concern that parents had was in the area of individualizing instruction. 57% of parents felt that more could be done by the teachers to individualize instruction to meet their child's unique learning needs. Another area of parent concern was teacher collaboration. In this area, 59% of parents felt that teachers should work more as a team to help their child learn.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

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As a district, Warren Consolidated Schools is implementing a more intensive MTSS program for students in order to meet their individual learning needs. At Carter Middle School, staff will use PLC time in order to collaborate, create common assessments, share lesson plans, and brainstorm how to differentiate instruction for their students.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Carter Middle School excels in communicating with community members, parents, and families on it's expectations and lesson plans. Parents and children feel that this is a safe place for them to learn and they enjoy being here. Teachers are pleased with the time they have to collaborate during PLCs, which allow for time to plan for common lessons and assessments. Using PLC time, teachers are able to identify areas of concern and adjust the curriculum for the coming school year. Carter Middle School implemented a building wide anti-bullying and motivation initiative known as "Courage Up". This initiative positively impacted the culture within the building.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

If staff is not consistently using data as the driver for instruction, students will not close achievement gaps or be proficient on state and district assessments. At risk students must be identified in 6th grade and receive appropriate interventions to ensure success.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

To address these challenges, Carter Middle School needs to implement a multi-tiered system for support (MTTS). Staff should also continue to implement CITW (Classroom Instruction That Works) in their classrooms. Staff should also continue to differentiate instruction in the classroom, while also incorporating technology to allow for differentiation of all types of learners.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.wcskids.net/curriculum/Annual_Report/reports/1213/Carter.pdf	Carter MS School 2014-2015 AER

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All 8th grade students use the Career Cruising program founded through the MISD to develop ongoing EDP's.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	8th graders participate in Career Cruising in the Fall and again in the Spring allowing students an opportunity to adjust their schedules to meet their educational path of choice in conjunction with their guidance counselors and 8th grade computer classes.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The above compliance statement is included in all public communications. The district has a compliance officer to monitor adherence.	

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	WCS has a district compliance officer to be determined for the 2016-2017 school year, Chief Academic Officer, John Bernia Administration Building 31300 Anita, Warren, MI 48093	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://school.wcskids.net/carter/en/left/title-i-parent-page-1/ http://carterresources.weebly.com/	Parent Involvement Plan- Carter 2016-2017

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.wcskids.net/curriculum/School_Improvement/docs/compact/CARTER.PDF	Parent Compact Carter 2016-2017

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	WCS: 2016-2017 Professional Development Calendar. CMS: 2016-2017 Professional Development Calendar.	Professional Development Calendar

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 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.

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 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 to disaggregate data, 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.

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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Carter Middle School assesses students using the IOWA test, M-Step, Developmental Reading Assessment (DRA), and Qualitative Reading 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 IOWA ELA subtest score below 24, and/or a DRA score 2 grade levels behind. These students were considered for enrollment in the AARI (Adolescent Accelerated Reading Initiative) program to target reading comprehension skills.

In previous years, any student with an IOWA Mathematics sub test score below 24 is considered for participation in the Math Builder class. In 2015-2016 and for 2016-2017, every Title I student along with other students who have been identified through IOWA data and individual grades and teacher recommendations are recommended for participation in the double-dose after school tutorial.

Students who were identified as at risk of failing two or more core classes through Power School grades were invited to participate in After-School assistance programs.

Students were placed into ELA Builder: Adolescent Critical Reading Initiative (ACRI), previously known as AARI, based first on teacher feedback based on grades and ability. Those students' IOWA 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.

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 1.0 FTE (.6 Math/.4 ELA) Certified Highly Qualified Teacher who provides small group instruction in either ELA Builder using Adolescent Critical Reading Initiative (ACRI) curriculum, or small group instruction in Math Builder.

Our Title I teacher also coordinates parent meetings, family events, and activities to provide extra academic support. Our Title I teacher serves as a liaison between identified at-risk students and their teachers in an effort to support academic achievement.

Students identified with most need were invited to attend our morning double-dose math program for one hour before school, three days per week. A Certified Highly Qualified teacher will be there for students to receive additional support in all math related areas. The tutorial session focuses on specific math skills and are taught one day and readdressed the second day which has proven to enhance student achievement in Mathematics.

Title I students were also invited to come to a tutoring session after school, where they can get help from a Certified Highly Qualified teacher in all subject matters.

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 1 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 math builder class uses Carnegie to enhance our math curriculum. The ACRI program was integrated as a Title I resource for our Language Arts Curriculum. The 1.0 FTE Title I staff were trained in ACRI which was paid for with Title I funds. ACRI, Text-mapping, and Carnegie (Math Builder program) are Tier 2 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, Sheltered Instruction Observation Protocol (SIOP), and additional after school learning opportunities. 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 re-teaches 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 II 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.

Our morning double dose Math program is based on the evidence provided by Hock, Pulvers, Deshler and Schumaker in their publication "The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. "Before- and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success. Two studies were conducted to determine the efficacy of an after-school tutoring program. Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adults. 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."

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, departmental meetings 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.

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 teaches students targeted for reading assistance in an additional ELA Builder class in place of an elective course. Our morning Double Dose Program and Math Builder program provide extended learning opportunities beyond 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 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, the Title I staff is 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 monitors students' progress in their core academic classes through PowerSchool. The Title I teacher watches for missed assignments, low test scores, and irregular attendance, and when noted, the Title I teacher conferences 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 has opportunities to further their training, and 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 among other topics. These PD sessions provide development to all staff that address the MTSS plan the district has in place.

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 the Fall of 2014, "Family Literacy Night" provided information on how to "build a reader" of their child at home. Take home materials included refrigerator reminder notes and children's book giveaways. In the Spring of 2015, "Spring Fling" showed parents how to use Language Arts and Math educational board games to assist in student academic growth and family involvement. A speaker, a consultant from the local ISD, gave a presentation entitled "How Math is Changing" and described the changes that the Common Core State Standards are bringing to their child's education. In Spring of 2016 we hosted another Family Literacy Night, which included a speaker from the Warren City Library.

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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 2015-16

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.

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 must also provide transportation if the student participates in the after-school support program.

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 IOWA/M-Step 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 IOWA 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.

IOWA 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.

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Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic 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 101 accounts, and PowerSchool communication 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 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.

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Compact will be attached.	Carter School-Parent Compact 16-17

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. Warren Consolidated School District 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.

IOWA 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/non-academic language.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Carter Parent Involvement Plan 16-17

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. 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, lunch, and after school snacks 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.

General Funded Programs: School Nurse (1), WCS Health Council, WCS "Just 4 Kids" Program, Red Ribbon Week/SADD Clubs

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 4 data sets: M-Step, Iowa, DRA, and common assessments. This is supplemented with classroom grades accessible through Power School as well as interim IOWA results available through Data Director. 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."

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, we began the 2012-2013 school year offering an After School Program monthly. Upon review, we 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 (staff, budget, and time) to offer the Double Dose Math Program, meeting in the morning, three times per week.

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.

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 are in the early stages of training and implementation of Classroom Instruction That Works by Robert Marzano, which continued into 2016. This year we focused on development and practical use of targeted learning goals. 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). Our goal for the 2013-2014 school year was to focus on the second tier of interventions and during the 2014-2015 school year and beyond, our goal is to focus on the third tier of interventions.

Our enforcement of our 3-5-7 Tardy Policy and the existing attendance policy remains our standard for identifying truancy issues.

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 during PLC and staff meetings during the the 2014-2015 school year. The staff uses data from multiple sources - M-Step, Iowa, 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, IOWA, 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 weekly PLC 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 Advanc-ED. 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, IOWA 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 disaggregates 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, on the 2015-2016 IOWA, Carter's ELA students as a whole averaged roughly .52 Grade Equivalent (G.E.) increase in Reading. Those enrolled in ACRI saw a .64 G.E. increase during the same time frame. This is one indicator that the programs we have in place are successful in increasing achievement for students at the lowest proficiencies.

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.

2016-2017 Carter School Improvement Plan

Overview

Plan Name

2016-2017 Carter 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: 5 Activities: 10	Academic	\$88000
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: 4 Activities: 6	Academic	\$0
4	All students will meet or exceed state and local standards in science.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$0
5	All students will meet or exceed state and local standards in social studies.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0

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

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all strands in Mathematics by 06/15/2022 as measured by Spring state assessment measure.

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 - 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	All teachers

Strategy 2:

Tier 2 Instructional Technology - Staff will implement research-based strategies using technology to support curriculum.

Category: Career and College Ready

School Improvement Plan

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Research Cited: The educational websites MobyMax.com, IXL.com, and Quizlet.com.

Tier: Tier 2

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max is a free online curriculum support tool that levels the students and provides appropriate activities that supplements students instructional level.	Supplemental Materials	Tier 2	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All math teachers

Activity - Xtra Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Xtra Math Program provides additional opportunities for Bottom 30 %, non-proficient, and Title I students to receive Math instruction after school.	Direct Instruction, Technology , Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$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
The Math Builder class uses a mix of Carnegie MISD Math and district curriculum to re-enforce grade level Math skills.	Direct Instruction, Technology , Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$85000	Title I Part A	Highly Qualified Math Teachers

Activity - Summer Math/ MISD/ Carnegie Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer MISD Carnegie Math Program is a five week program that re-enforces 6,7, and 8th grade math skills.	Direct Instruction, Implementation, Technology , Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Highly Qualified Math Teachers

School Improvement Plan

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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:

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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 4:

Research-Based Tier II & III Intervention strategies - District staff will support district and school research-based Tier II/III interventions.

Category:

Tier: Tier 2

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 3	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 5:

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

Category:

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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School Improvement Plan

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Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	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.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	All Title 1 staff

Goal 2: All students will meet or exceed state and local standards in reading.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/15/2022 as measured by Spring state assessment measure..

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. (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

School Improvement Plan

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$3000	Title I Part A	Students, parents, and all educational staff

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:

Tier: Tier 1

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

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Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All staff
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Strategy 4:

Research-Based Tier II & III Interventions - District staff will support district and school research-based Tier II/III intervention strategies.

Category:

Tier: Tier 2

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 3	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 5:

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

Category:

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, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$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.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	All Title 1 staff

School Improvement Plan

Carter Middle School

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 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 Teach 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

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

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Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/15/2022 as measured by Spring state assessment measure..

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: 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	All teachers.

Strategy 2:

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

Category:

Tier: Tier 1

School Improvement Plan

Carter Middle School

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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 3:

Research-Based Tier II & III Interventions - District staff will support district and school research-based Tier II/III intervention strategies.

Category:

Tier: Tier 2

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 3	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 4:

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

Category:

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, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Activity - Title 1 Parent Nights	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.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	All Title 1 staff
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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 06/15/2022 as measured by the 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
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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Activity - Instructional Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff
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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:

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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 3:

Research-Based Tier II & III Interventions - District staff will support district and school research-based Tier II/III intervention strategies.

Category:

Tier: Tier 2

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 3	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 4:

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

Category:

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, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All staff
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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 06/15/2022 as measured by the 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 - 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	09/06/2016	06/15/2017	\$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, and Easiteach to support notetaking and summarizing.	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

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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	09/06/2016	06/15/2017	\$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:

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	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 3:

Research-Based Tier II & III Interventions - District staff will support district and school research-based Tier II/III intervention strategies.

Category:

Tier: Tier 2

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 3	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff

Strategy 4:

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

Category:

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, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	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.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	All Title 1 staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

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.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	All Title 1 staff
Title 1 Parent Nights	Students are recognized for achievements in content areas throughout the year.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	All Title 1 staff
Title 1 Parent Nights	Parents and students are invited to attend after school workshops to support academic learning.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	All Title 1 staff
Title 1 Parent Nights	Parents and students are invited to attend after school workshops to support academic learning.	Community Engagement, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	All Title 1 staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff

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Consultation/ Coaching	Consultation/ coaching on positive behavioral and academic interventions for individualized support for students.	Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	All teachers.
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff
Summer Math/ MISD/ Carnegie Math Program	Summer MISD Carnegie Math Program is a five week program that re-enforces 6,7, and 8th grade math skills.	Direct Instruction, Implementation, Technology, Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Highly Qualified Math Teachers
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	09/06/2016	06/15/2017	\$0	All teachers
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	All teachers
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	09/06/2016	06/15/2017	\$0	All staff
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff
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	09/06/2016	06/15/2017	\$0	All teachers
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff
Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff
Tier 1 Teach 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	09/06/2016	06/15/2017	\$0	Teaching 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	09/06/2016	06/15/2017	\$0	All staff

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Award ceremonies	Students are recognized for achievements in content areas throughout the year.	Behavioral Support Program, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$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 3	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	All teachers.
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	09/06/2016	06/15/2017	\$0	All teachers.
District Professional Development	Staff will attend District Professional Development to assist in MTSS and Balanced Assessments.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	All staff
Moby Max	Moby Max is a free online curriculum support tool that levels the students and provides appropriate activities that supplements students instructional level.	Supplemental Materials	Tier 2	Implement	09/06/2016	06/15/2017	\$0	All math teachers
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	09/06/2016	06/15/2017	\$0	All staff

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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	09/06/2016	06/15/2017	\$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 3	Getting Ready	09/06/2016	06/15/2017	\$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 3	Getting Ready	09/06/2016	06/15/2017	\$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 3	Getting Ready	09/06/2016	06/15/2017	\$0	All staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Builder Class	The Math Builder class uses a mix of Carnegie MISD Math and district curriculum to re-enforce grade level Math skills.	Direct Instruction, Technology, Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$85000	Highly Qualified Math Teachers
Xtra Math	Xtra Math Program provides additional opportunities for Bottom 30 %, non-proficient, and Title I students to receive Math instruction after school.	Direct Instruction, Technology, Academic Support Program, Class Size Reduction	Tier 2	Implement	09/06/2016	06/15/2017	\$3000	Highly Qualified Math Teachers

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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	09/06/2016	06/15/2017	\$3000	Students, parents, and all educational 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, Community Engagement, Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All staff