



School Improvement Plan

Carpenter School

Midland Public 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?

Carpenter Street School currently has 343 students and is located in Midland, MI as part of the Midland Public School district. Over the past three years Carpenter Street School has noted increased enrollment. Carpenter Street School is a school-wide Title I building with approximately 58% of its student population participating in the free and/or reduced lunch program. We have had a significant number of move ins after the beginning of the year threatening the class size balance in a number of grades. We have had a jump of 7% in our at-risk population and we have had a jump in student with behavior needs integrating into our school.

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.

We have developed a new mission statement as part of the IB Primary Years Programme. Carpenter Street School develops compassionate, inquisitive, action-minded students and promotes intercultural understanding to create life-long learners who value diverse perspectives. We work together to build a global perspective and a sense of personal responsibility to our community. Carpenter Street School is dedicated to providing a child-oriented learning environment in which all students are encouraged to be responsible, life-long learners. Carpenter Street School professionals are dedicated to do whatever it takes to improve student growth and achievement and empower students and families to sustain life-long learning. This mission is gained through partnering with community organizations to provide students with support with academic and life goals through extending the learning opportunities beyond the school building and school day.

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.

One of our greatest notable achievements was being released from Focus School status in March of 2016. We have reduced the gap enough to achieve this.

Another great achievement was the successful implementation of our new Young 5's program.

Training continues in The Primary Years Program (PYP) and Project-based Learning to enhance our use of the inquiry model and balance the four core areas of instruction in grade levels Young 5's-Grade 5. In addition, we will continue to work to increase the accessibility of technological devices in the hands of the staff and students and focus on the importance of digital citizenship as well as access to blended learning opportunities for students.

Purposeful 1:1 Mentoring programs for students K-5 dedicated to supporting students with character trait goal setting as well as academic goal setting and attainment.

Additional Information

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

Carpenter Street School Staff is dedicated to leveraging community resources to cultivate extended learning opportunities for students Young 5's- Grade 5. We have increased our use of data to drive instruction through the use of NWEA and other curriculum aligned assessments and their use in data dialogues (Next Needs). We have also implemented Next Steps meetings as a follow up to needs identified in the Next Needs meetings.

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.

Members of the School Improvement committee were selected by the building administrator to represent the stakeholders of the Carpenter community. All committee members are responsible for multiple roles in formulating our plan. Meetings are scheduled during normal working hours to accommodate schedules. Every staff meeting is devoted to working towards our school improvement goals. In addition, PTO meetings also focus on the school improvement process. Once the plan is complete, parents are notified, it is on the website and it is available for review.

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

The representative stakeholders include upper and lower elementary teachers, resource room teachers, school psychologist, and building administrator, and parent representatives. Input was also elicited from all staff members.

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 stakeholders have been informed monthly about the progress of the improvement plan. The information is communicated through staff meetings.

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?

In many areas, our mobility rates have remained fairly constant. We have noted an increase of low Socio-Economic Students entering versus previous years. We also noted a significant increase in our Special Education enrollment and an increase in entering Special Education students. These two highly at-risk populations require a different focus. It is also a challenge to identify the gaps in knowledge of these at-risk students depending on their previous experience.

Student Demographic Data

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

We have seen an increase in students with 10 or more absences. An increase in Socio-Economic Status student absences from past years. In order to make an impact with the most at-risk students, they need to be at 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?

We have seen an increase in discipline resulting in time out of class. It is most evident in the Kindergarten classroom, which have a higher than expected number of students with significant behavior issues. In particular those resulting in Out of School Suspension. We also noted a large number of bus incidents. It is a challenge to address discipline appropriately and keep students in their learning environment. When behavior is poor on the bus, it can also cause an impact on the learning environment.

Student Demographic Data

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

Mobility is something we have little control of, however, we are implementing a plan to identify their strengths and deficits quickly allowing us to put a plan in place much sooner. We will track the effectiveness of this plan for effectiveness.

Attendance concerns can be addressed through our collaboration with our DHHS Success Coach to develop an attendance plan including positive attendance rewards and intervention when needed.

Behavior concerns can be addressed through planned lessons for high incident areas. Cover all areas at the beginning of the year and after major breaks. Each week we could focus on one area and reteach. We can develop a plan to reinforce positive behavior.

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?

Administrator Experience

Jeffrey Lauer has 28 years of experience in education. Six of those years teaching. He has 18 years in the district as an administrator with 8.5 in elementary 1.5 in this building.

The building has had three principals in five years, this hinders the staff from gaining momentum on their efforts. On the positive side, Mr. Lauer's years of experience in the district and the fact that his elementary experience was at another Title 1 school-wide building, that was recognized as a "Best Practice" school by Standard and Poors during his leadership, should be a benefit to the school efforts towards learning.

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?

Classroom and Special Education Teachers

Average number of years is 15.7 in education in the district.

Average number of years in the building is 5.7, primarily due to the consolidation.

We have 2 teachers with under 5 years of experience.

All teachers with less than 5 year experience are in grades k-3.

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?

The principal had 13 total days of absences. Eight of those days were for professional development. The conferences were based on PYP and Federal Programs which are integral to our school improvement plan.

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?

Teachers at Carpenter have average 7.7 absences to this point. We average 2.14 days absences due to conferences. We have one staff member who is on maternity leave which skews our absence average, but it does have an impact on student learning when a long term guest teacher is in place. The district has focused staff development in the summer which has decreased the impact on student learning.

Teacher/School Leader(s) Demographic Data

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

We need to continue to try to find quality guest teaching staff to ensure meaningful learning when the teacher has to be out. This has become a significant issue, not just for this building, but in the region.

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?

Our analysis suggests areas of strength in:

Standard 1: Curriculum, Indicator B: Coherence

Standard 2: Instruction: Indicator C: Instructional Design and Indicator E: Learning Environment

Standard 3: Assessment: Indicator G: Assessment System, Indicator H: Shared Understanding and Indicator I: Data Analysis and Decision-Making

Standard 4: Instructional Leadership: Indicator K: A Vision for Learning, Indicator L: Guidance and Support for Teaching and Learning, Indicator M: Results-Focused and Indicator N: Safe and Supportive Environment

Standard 5: A Culture for Learning: Indicator N: Safe and Supportive Environment, Indicator O: Shared Leadership for Learning and Indicator O: Shared Leadership for Learning

Standard 6: Organizational Management: Indicator R: Resource Allocation

Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams, Indicator T: Collective Responsibility, Indicator U: Purposeful Planning and Indicator V: Impact of Professional Learning

Standard 8: Professional Learning System: Indicator U: Purposeful Planning and Indicator V: Impact of Professional Learning 3

Standard 9: Communication: Indicator W: Approaches and Tools and Indicator X: Cultural Responsiveness

Standard 10: Engagement: Indicator Y: Learning Opportunities and Indicator Z: Partnerships

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?

Standard 1: Curriculum: Indicator A: Alignment

Standard 2: Instruction: Indicator D: Effective Instructional Practices and Indicator F: Reflection

Standard 3: Assessment: Indicator J: Student Involvement in the Assessment Process

Standard 6: Organizational Management: Indicator P: Communication Systems and Indicator Q: Intentional Practices

12. How might these challenges impact student achievement?

The challenges listed in 11 are all beyond the beginning stages and in the partial range.

Standard 1: Curriculum: Indicator A: Alignment

Curriculum Alignment is key to student success. If the curriculum is not aligned to assessment, students will not perform.

As the state begins to make decisions on state level curriculum, our staff district wide has started to make revisions to our taught curriculum to align to the standards. We are still working at a district level to fulfill this indicator, however, at the building level, in our weekly collaboration, as we develop our PYP units, alignment is part of that discussion.

Standard 2: Instruction: Indicator D: Effective Instructional Practices and Indicator F: Reflection

Reflection is critical in solidifying knowledge that has been learned. When this is not in place, research shows that student academic performance is impacted.

We continue to have a strong focus on our at-risk population despite being released from the requirements of focus school legislation. This has an impact on our ability to meet the needs of the more advanced students. One thing we have put in place for this is Dreambox and Cross-grading in mathematics. Our envisions math program also has materials for all learners that when used with fidelity allows all student needs to be met. Reading and writing workshop allows for differentiation of all levels for language arts. This year we have started the implementation of the 5D+ Evaluation Tool. This gives us the opportunity to gauge ourselves against research-based instruction practices that have proven to lead to more effective instruction. The process also helps enhance reflection of individual staff members.

Standard 3: Assessment: Indicator J: Student Involvement in the Assessment Process

When students are able to participate in the assessment process, they are able to understand what is expected and how best to perform. This is a much higher level of engagement, but when in place has a positive impact on student learning.

This is one area that we have not fully addressed. As part of the PYP/PBL inquiry model, this area will improve. Also our 5D+ evaluation model has a focus in this area. Students do participate in their assessment review, but at this point are not involved in the planning of that assessment.

Standard 6: Organizational Management: Indicator P: Communication Systems and Indicator Q: Intentional Practices

When practices are not aligned and intentional and not delivered with fidelity, it has inconsistent results, so improving our intentional practices will improve student performance.

Our community has not needed a diverse communication system, so there has not been focus in this area. We are working on our protocol for participation by all stakeholders in this area.

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.

The challenges listed in 11 are all beyond the beginning stages and in the partial.

Standard 1: Curriculum: Indicator A: Alignment

Teachers will continue to work at the district level to align the curriculum. Also the continued development of the PYP units will assist in alignment.

Standard 2: Instruction: Indicator D: Effective Instructional Practices and Indicator F: Reflection

Continuing the PYP process will impact this area effectively. Full implementation of the 5D+ Evaluation Tool will allow us to gauge ourselves against research-based instructional practices.

Standard 3: Assessment: Indicator J: Student Involvement in the Assessment Process

Integrating the PYP/PBL inquiry model and action plan will improve this area. Also our 5D+ evaluation model will support this effort.

Standard 6: Organizational Management: Indicator P: Communication Systems and Indicator Q: Intentional Practices

We are working on our protocol for participation by all stakeholders in this area. Should the need arise, communication for diverse languages

will be addressed.

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 are provided services through a process based on the response to intervention model and tiers of support consistent with their general education peers. No differentiation is made between students receiving special education services and those who do not with regard to accessing after school programs, Title 1 services, or any other intervention program or opportunities.

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

Intervention support in math and reading made available to student in grade K-5 targeted for extended learning.

One Book, One School at-home reading for all students grade Young5's - Grade 5

Battle of the Books for grades 4 and 5

Mentoring programs for students (Lunch Mentor, Afterschool Mentor, Big Brothers Big Sisters, Crusaders for Kids) for all grades.

PBL Summer Camp for incoming 3rd and 4th graders.

Everyday Heroes leadership for grades 1-5

Cross-grading for grades 3-5.

4ward Summer Reading Program for grades K-2 students.

We also make connections to community summer programs based on the needs of our students.

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

Students are identified through pre-assessment, classroom assessments, NWEA, Social/Emotional needs, Dibels data, Bottom 30 focus data, and teacher recommendation.

Parents are notified of opportunities through weekly newsletters, monthly newsletters, flyers, personal phone calls, text messaging, and home visits.

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?

District assessments and instruction are being revised to align more closely with the common core state standards. This year we have continued the implementation of the International Baccalaureate Primary Years Program that aligns the Common Core State Standards with the research-based framework of the International Baccalaureate Primary Years Program. One unit was developed and taught last year. This year we have developed four more unit and taught them. Next year, the final unit will be written and taught.

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.

NA

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

According to the Michigan Accountability scorecard, all of our subgroups are performing in the green level in reading. Our Narrative program is strong and in place with fidelity.

19b. Reading- Challenges

Maintaining effective practices and improving strategies for the remaining non-proficient students. Although the classroom teachers are highly-trained, hiring and training of Title support staff (Teachers and Paras) can help improve the outcomes for all students. Informational text and strategies for making inferences and citing evidence are a challenge for our students.

19c. Reading- Trends

We have an improving trend line for "All Students" and subgroups.

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 SY 2016-2017

tiered instruction if appropriate.

We will continue to improve current interventions and look for new strategies with a focus on professional development to continue student success. There is a need to increase the number of non-fiction leveled books to provide improved access and variety. We will use professional development time to ensure newer teachers are well trained in reading strategies, data analysis and interventions. We will work on the fidelity of our Reading Workshop strategy. The team feels we need to refresh our intervention strategies through professional development or best practice research. As we continue through the International Baccalaureate Primary Years Program (PYP) process, we will align those efforts with our Project-Based Learning (PBL) and School Improvement Plan strategies to ensure a common framework (PYP) and common instructional strategies (PBL/PYP). There will be a focus on professional development on how to use instructional text effectively and incorporate strategies for citing evidence and making inferences.

20a. Writing- Strengths

We have a rising trend line in writing, We are stronger in narrative writing. Our data shows that our students can accurately use language and vocabulary appropriate to the purpose. It also shows that they can edit grammar, capitalization, punctuation and spelling to clarify a message and edit a text.

20b. Writing- Challenges

Our biggest challenge in the writing process is revision. Informational writing is a bigger challenge than narrative. There is inconsistent performance between the length of the writing. We are not sure yet if this is topic interest or skill level. As we collect more data, this may become clearer.

20c. Writing- Trends

Writing continues to be a challenge for our students.

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.

The strategies in the IB PYP model will help address our challenges. We need to ensure writing is done every day. It can be integrated across disciplines. Writing workshop should be done 3-4 times per week with fidelity and should include some integration of informational writing. The team feels that professional development on informational writing strategies would help ensure fidelity.

21a. Math- Strengths

In Mathematics, Claim 1- Students explain, apply mathematical concepts and carry out procedures with precision and fluency is stronger than all other areas. So computationally, we are stronger than reasoning and application.

21b. Math- Challenges

Students have difficulty in constructing arguments to support reasoning and critiquing arguments of others. They have difficulty to applying math concepts in real life circumstances.

21c. Math- Trends

Although the computation success seems constant, the higher the grade-level the more application is required and students are on a negative trend in this area.

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.

Students in the lower grade can develop application and reasoning skills through the problem of the day. Using Number Talk strategies can help students reason. Thinker Math strategies can be used in the upper el. to assist students with the concept of number sense.

22a. Science- Strengths

We have a strong science program tied in to state standards and science kits that provide materials and supplies aligned to the curriculum. Our student performance is strong in most areas. The scientific process is our greatest strength.

22b. Science- Challenges

Our science program has been stagnant for the past few years. This is about to change with the adoption of the Next Generation Science Standards. We will need to do some significant work to align to these new standards. Life and earth science are not as strong as physical science currently.

22c. Science- Trends

Science has always been one of our lowest proficiency areas.

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.

The IB PYP program hinges on the science and social studies curriculum. In this framework, all core areas are integrated through science and social studies. This focus and the materials to make it happen will heighten the focus of science and build students skills.

23a. Social Studies- Strengths

History and Geography are our strongest areas.

23b. Social Studies- Challenges

Social Studies proficiency has always been a struggle. Despite History and Geography being stronger than the others, they are still not as strong as they need to be. Civics and Economics are our lowest.

23c. Social Studies- Trends

Social Studies continues to be a lower area of proficiency for us.

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.

Historically, Social Studies curriculum and materials have been weak. Our current materials are outdated.

The IB PYP program hinges on the science and social studies curriculum. In this framework, all core areas are integrated through science and social studies. This focus and the materials to make it happen will heighten the focus of social studies and build students skills. This integration makes social studies more engaging and relevant to students.

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?

NA

24b. Student Perception Data

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

NA

24c. Student Perception Data

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

NA

25a. Parent/Guardian Perception Data

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

Parents show the highest satisfaction with the variety of programming available to their children. They are extremely satisfied with the quality of the teaching staff. Most are very satisfied with the level of communication they receive from staff and the school.

25b. Parent/Guardian Perception Data

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

The only area that appeared as a significant concern for parents was class size. This was primarily driven by very large Kindergarten sections due to enrollment growth after the beginning of the school year.

25c. Parent/Guardian Perception Data

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

The district and school level administration are keeping a close eye on enrollment at the kindergarten level. The district also added a section of first grade for the 2016-2017 school year to accommodate the large number coming from Kindergarten.

26a. Teacher/Staff Perception Data

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

Purpose and Direction

Governance and Leadership

26b. Teacher/Staff Perception Data

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

Teaching and Assessing for Learning

26c. Teacher/Staff Perception Data

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

The lowest standard in our teacher survey was "Teaching and Assessing for Learning." Within this standard we had three areas that were significantly lower than others:

31. In our school, a formal process is in place to support new staff members in their professional practice.

33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.

25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

They are all related to professional learning opportunities for staff. The first (#31) specifically addresses new teacher training. This is generally handled at the district level and will become a priority as we prepare for next year because we will have nearly 40 new hires throughout the district. It will be a primary concern for Carpenter Street School because nearly half of the staff will be new to the district, if not new to the profession. The district and building administration are working on a more robust training plan for new teachers and their mentors, to help address this area. As a building, I am following this discussion closely to determine what building specific areas need to be addressed by building training.

In talking with the staff, the second identified area (#33) was based on the lack of training for support staff. As a Title 1 School-wide program, we have a larger than typically number of support staff. It is important that they have sufficient training to complement the efforts of the

classroom teacher. This has happened informally, but the staff sees a need for a more formal training plan. We have had this in our plan since my arrival last year. It is our goal to work with district curriculum coordinators to provide this training for support staff in the core areas and PYP.

Finally, the third area (#25) addresses teacher concern with identifying pertinent data and how to use it. Although they participate in data meetings every month and as needed for specific students, they are led by others and there has been no formal training recently in the process. As we prepare for next year, we will ask those who are leading the data meetings to share how they access and analyze the data for others.

27a. Stakeholder/Community Perception Data

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

NA

27b. Stakeholder/Community Perception Data

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

NA

27c. Stakeholder/Community Perception Data

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

NA

Summary

28a. Summary

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

Our demographic data suggests we have strengths in the quality of staff. We are challenged by the growing needs of our students, including: Our low Socio-Economic Status and Special Education students; Students with 10 or more absences; discipline issues involving time out of class; and mobility (transient population).

Our process data indicates that we have a significant number of standards that are strengths. The challenges we have are noted. We will continue to work on aligning the curriculum as the state determines new standards. We need to identify ways to build in time for reflection. Students need to be more involved in the assessment process.

We need to continue to work on improving proficiency in all four core areas. According to the Michigan Accountability scorecard, all of our subgroups are performing in the green level in reading. Our Narrative program is strong and in place with fidelity. We must continue to maintain effective practices and improve strategies for the remaining non-proficient students.

We have a rising trend line in writing, We are stronger in narrative writing. Our data shows that our students can accurately use language and vocabulary appropriate to the purpose. It also shows that they can edit grammar, capitalization, punctuation and spelling to clarify a message and edit a text. Our biggest challenge in the writing process is revision. Informational writing is a bigger challenge than narrative. There is inconsistent performance between the length of the writing.

In Mathematics, we are stronger computationally than reasoning and application. Students have difficulty in constructing arguments to support reasoning and critiquing arguments of others. They have difficulty in applying math concepts in real life circumstances.

In Science, our student performance is strong in most areas. The scientific process is our greatest strength. With the adoption of the Next Generation Science Standards. We will need to do some significant work to align to these new standards. Life and earth science are not as strong as physical science currently.

Social Studies proficiency has always been a struggle. Despite History and Geography being stronger than the others, they are still not as strong as they need to be. Civics and Economics are our lowest. Historically, Social Studies curriculum and materials have been weak. Our current materials are outdated.

Parents show the highest satisfaction with the variety of programming available to their children. They are extremely satisfied with the quality of the teaching staff. Most are very satisfied with the level of communication they receive from staff and the school. The only area that appeared as a significant concern for parents was class size.

28b. Summary

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

Each of the identified challenges plays a role in student success. The demographic challenges related to SES and SE have a significant impact on academic performance, as does time out of class for attendance and disciplinary reasons. Inconsistent educational programming due by mobility is also an issue.

Aligned curriculum delivered with research-based instructional strategies with fidelity have a significant impact on student achievement.

And, finally, with at-risk students in particular, class-size has also been shown to impact student performance.

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?

The academic challenges related to SES and SE are varied and often extend beyond academic interventions. To improve academic performance directly, our goals will include strategies like intervention support through Title 1 Temporary teachers to reduce adult to student ratios and improve the delivery of intervention. We will focus primarily on Reading, Writing and Mathematics since these skills have the most significant impact in all other curricular areas. We will continue to address our needs in Science and Social Studies through integration into the Reading and Writing goals in the areas of informational reading and writing. To address needs beyond the academic, such as attendance and social emotional barriers, we include our Success Coach (assigned from DHHS, and a Family Intervention Specialist (Counselor/Social Worker- funded by Title 1) in our plan. Addressing these areas are critical first steps that must be addressed before a child will be prepared to learn.

Developing an aligned curriculum delivered with research-based instructional strategies with fidelity will be addressed through our IB Primary Years Program professional development and implementation, as well as, through the 5D+ Evaluation Tool and the process associated with it.

Title 1 funds help us address class-size issues. The plan includes the use of additional adult support from Temporary Title 1 Teachers and Title 1 paraprofessionals to improve the ratio of adults to students.

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	Students are assessed with District Assessments and the NWEA.	

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	https://www.midlandps.org/SiteAssets/Annual%20Education%20Reports/2014/AER-CRE_2013-14.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA	

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		

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	Jeffrey M. Lauer Principal 1407 West Carpenter Midland, MI 48642 (989) 923-5084	

School Improvement Plan

Carpenter School

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		Carpenter Parent Involvement Plan 2015-2016

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Carpenter Title 1 Parent Compact 2015-2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		Parent Compact 2016

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted through collaboration with all stakeholders during building professional development, school improvement team meetings and next need data meetings.

At building professional development times input was gained from all Carpenter classroom teachers, special ed and auxiliary staff. State Assessment data, Dibels summary data, District Assessment Summary data, and NWEA summary data are reviewed to determine patterns and areas of concern. These meetings take place monthly and each have a portion dedicated to identifying student needs. However, the months of March, April and May are focused on aggregating the data to begin planning for the following year based on the needs of those students as we build our initial Title 1 plan. The December and January meetings have an elevated focus on student data as we consider amendments to the original Title 1 plan.

Next Needs meetings are held to meet with teachers of each grade level to discuss student data and concerns, and to develop plans to address those needs. It includes all classroom teachers, our school Psychologist/ICT leader, a special education teacher and the building principal. This team looks at the individual performance of students on the State Assessment, Dibels, District Assessment, NWEA, Dreambox Adaptive Learning program teacher's classroom data to determine the status of out identified Bottom 30% and individual students.

The Next Needs meetings are held every month during the school year.

The school Improvement team input was gained from representative classroom teachers (One Young 5's, one K, two 1st grade, one 3rd grade, one Special Education Resource Room teacher, our School Psychologist and a parent representative. This team reviews State Assessment data, Dibels summary data, District Assessment Summary data, and NWEA summary data. This team digs deeper in the patterns and areas of concern identified in the Professional Development meetings and the Next Needs meetings. The school improvement chairs meet monthly and the subcommittees meet as determined by the chairs. March, April and May are critical meetings as we begin planning the Title 1 plan for following year. The December and January meetings have an elevated focus on student data as we consider amendments to the original Title 1 plan.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Academic Data

To assess student achievement, we analyzed MEAP, NWEA, Dreambox and District data.

Our Accountability Score Card based on the M-STEP, showed that Carpenter Street School met our targets with All Students and our measurable subgroups (Race, Economically Disadvantaged and Students with Disabilities, and Bottom 30%) in all subject areas.

Our school has made Adequately Yearly Progress.

On the state's Top to Bottom list, Carpenter has moved from 72 in 2011-12 into the 50's in 12-13 (50) and 13-14 (53). The 2013-2014 data is the most recent data available.

Carpenter staff continue to work toward increasing student achievement and growth within ED and bottom 30% subgroup populations in language arts and math. Strategies, programs and resources are focused to meet this need.

Non-Academic Demographic Data

Mobility- Mobility students, students who moving in or out of the school after school starts or have inconsistent educational experiences because they change buildings frequently, are increasing steadily. We are slightly above the district average of 4%. We are at 5%.

Attendance- 57% of the chronically absent students are SES students. Of our entire student population, 19% are considered chronically absent. This is considered one of our biggest non-academic barriers to student success.

Behavior- Lunch time discipline is the primary source of behavior referrals at approximately 89% of the referrals. Some are incidents that occur in the cafeteria, but the majority occur on the playground. Recurring disciplinary playground issues result in the most significant number of suspensions. Both student conferencing associated with each referral and the suspension have an impact on student learning. In addition, our bottom 30% are represented more frequently than most students in these referrals.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our school goals are based on priorities identified by our analysis of MEAP, NWEA, DIBELS and district assessments. State assessment data indicates that are strongest areas of need are with our Bottom 30%. They are identified as Red in Mathematics, Writing, Social Studies and Science. MEAP data is only available in grades 3-5, but the other data sources are used in grades k-5. The NWEA identifies needs in Mathematics and Reading in all grade-levels. Dibels screening has identified students in need for Reading fluency and comprehension. District assessment shows needs in all areas. The goals reflect the need to increase proficiency in all grades k-5 and close gaps identified by the state assessment in grades 3-5 in the areas of Math, Reading, and Writing with strategies that also improve the application of this content in the areas of Science and Social Studies.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our goals are established to meet the needs of all students. As a school-wide building, we implement strategies that impact all students with these funds. Title 1A funds are used to provide paraprofessional and Temporary Title 1 Teacher support. The paraprofessionals support students with little or no risk, while Temporary Title 1 Teachers support students with moderate risks, which allows the classroom and special education teachers to work with the most at-risk students. However, additional actions are specifically designed to meet our disadvantaged and identified most at-risk students with Tier 2 and 3 levels of support. Title 1 provides extended learning opportunities such as our summer Project Based Learning camp and our lunch time and after school academic support which targets our most at-risk students. The lunch and after school academic support can also be used proactively. Although targeted for the most at-risk students, it can also be accessed by student demonstrating at-risk academic behaviors before the become targeted at-risk students. All students, but specifically our disadvantaged students, are monitored through our Next Needs meetings. Plans are developed and revised through monthly data review meetings and grade-level collaboration using formative and summative assessments from the classroom and other sources (NWEA, Dreambox, etc.).

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

We will implement strategies in all content areas including re-reading, fluency and comprehension practice, questioning, building background knowledge, and differentiation including adaptive learning. Intervention groups will be implemented using these strategies with Title 1 Paraprofessionals support those students with little or no needs. Temporary Title 1 Teachers will support students with Moderate needs, freeing the classroom and special education teachers to work with the students with significant needs. Teachers will implement differentiated instruction based on data analysis. Instructional strategies will be based on inquiry and problem solving strategies as part of our transition to the IB Primary Years Programme. We will use NWEA, Dreambox, and Dibels data to help us identify strengths and weaknesses of all students and continue our work to align our instruction to both IB PYP and the Common Core. Meeting each student at their level through these strategies will provide all of our student the level of support that will help them reach the State's standards.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The following research-based strategies are proven to increase the quality and quantity of instruction and will be used to identify individual strengths of each student and target intervention to increase the growth of each student:

All content areas- Differentiated Instruction, inquiry and problem solving strategies (specifically those identified in the IB PYP model). With the support of the PYP Coordinator, teachers are building Units, lessons and strategies based on best practice based on the IB PYP. Teachers collaborate on building these units and in their weekly collaboration time, reflect on student progress, the effectiveness of the lessons, and student performance and develop plans and tweak strategies to improve the performance of their students. This reflection and collaboration not only improves the quality of the lessons, but their effectiveness which increases the quantity.

Language Arts- Writing Workshop, Reading Workshop, Guided Reading, Word Work, Phonics for Reading, Quick Reads, and Road to the Code. These research based programs, implemented with fidelity improve the quality of instruction. The programs are utilized strategically to address student needs at several levels. All students receive the basic level of implementation. Students in need of Tier 2 support get additional support in smaller groups in targeted areas based on their areas of need through the support of the Temporary Title 1 Teacher. Students with greater need receive Tier 3 level targeted support from the classroom and special needs teachers.

Mathematics- Dreambox adaptive-learning and Rocket Math. Rocket math develops the basic math skills. When they have been mastered, the higher level math becomes the focus of the lessons and the learning is of better quality and the time saved allows for greater quantity of learning time. The adaptive quality of Dreambox, allows students to focus on concepts they do not know while bypassing those things in which they are already proficient. This improves the quantity and quality of the learning time. Students in need of Tier 2 support get additional support in smaller groups in targeted areas based on their areas of need through the support of the Temporary Title 1 Teacher. Students with greater need receive Tier 3 level targeted support from the classroom and special needs teachers.

We also use Title 1 funds to provide Temporary Title 1 teachers and Title 1 Paras to provide support as teachers break their classes in intervention groups with the classroom and special education teachers providing direct intervention to the most at-risk students, the Temporary Title 1 teacher providing interventions to the moderate risk students and the Title 1 para supporting students with little or no-risk. In order to allow students to access the curriculum more effectively, we have set a goal to address the non-academic barriers to success.

This implementation is led by the building principal, the Family Intervention Specialist, and the DHS Success Coach. Together we target the needs of the bottom 30% and other students identified by negative non-academic concerns, primarily attendance and behavior. The team
SY 2016-2017

collaborates with classroom teachers and families to identify and address the triggers to the behaviors of each individual student. This team also works with the Academic Intervention (structure based on ICT model) to link academic and non-academic efforts and to problem-solve effectively.

The goal of each of these strategies is to identify areas of weakness and to strengthen them, allowing the student to reach grade-level or extend beyond.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The strategies align with those identified by the comprehensive needs assessment. The strategies identified as Tier 1 will assist all students in increasing their growth towards proficiency, while the Tier 2 and Tier 3 Strategies will focus on those students with the greatest needs.

These targeted strategies are designed to not only address academic needs directly, but also address social-emotional-behavioral needs that impact academic performance. As you would imagine, the classroom and special education teachers, Temporary Title 1 Teachers and Title 1 paras focus on the academic needs of our students. The Family Intervention Specialist and DHS Success Coach target the non-academic risk factors for students identified with these barriers.

Differentiated Instruction, inquiry and problem solving strategies (specifically those identified in the IB PYP model) were selected because they develop thinking skills and heighten engagement which will support all levels of students and can be applied to all curricular areas. Our PYP Coordinator works closely with teachers to integrate these strategies into their instruction.

Strategies identified for all students such as, Writing Workshop, Reading Workshop, Guided Reading, and Word Work are used as part of whole classroom instruction, while strategies such as, Phonics for Reading, Quick Reads, and Road to the Code are being used more intensively during intervention time to address the needs of moderately and significantly at-risk students.

In mathematics, we use adaptive learning strategies to take each student from where they are as far as they can go. Rocket Math helps students develop their math facts fluency to help enhance their ability to compute more difficult problems. This is self-paced and allows students who excel to move further and help teachers target those who are struggling and provide appropriate support. Dreambox adaptive learning software provides similar opportunities, but in all areas of mathematics. Teachers use the data to help identify where students face challenges and allow advanced students to go as far as they are able.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

In addition to the school wide actions, we have identified key barriers to success for the most at-risk students. Our plans target these barriers both academically through targeted intervention, additional learning opportunities and focused monitoring, and through social-emotional/behavioral supports provided by the Family Intervention Specialist and community/school collaboration.

Tier 2 and 3 students are provided additional small group support from certified personnel with the most at-risk students served by the classroom and special education teachers and students at the moderately at-risk level of need are served by the Certified Temporary Title 1 teachers. This support is provided daily for at least 1 hour for language arts and 1 hour for mathematics.

Temporary Title 1 teachers also provide additional academic support during the lunch hour and up to an hour of after school to extend the learning time for those at-risk students who could benefit. This allows these students to have additional learning time to fully comprehend the content..

The Family Intervention Specialist targets non-academic needs that impact academic success. When a struggling student has social-emotional needs that are not being met, she provides counseling and support at school. If it requires more intervention, she connects the student and families to community resources and follows up with them. When small groups of students with similar issues that are interfering

with their learning (death, divorce, etc) she holds small group sessions to address these needs. The FIS is also a member of the attendance team and works with families to ensure students are coming to school. She helps connect students to lunch time or after school mentoring programs to support social growth for students.

5. Describe how the school determines if these needs of students are being met.

Grade-level teachers meet weekly to discuss student progress and strategy progress. Classroom teachers meet monthly with the building principal, learning coach, school psychologist, ancillary staff, and special education teachers to discuss achievement of individual students in all four content areas as part of our Next Needs meetings. Plans are developed/reviewed/revised to meet each student's needs based upon assessments. The plan is flexible and on-going as students' needs change. When students reach grade-level, they continue to be monitored, but less frequently, to ensure they maintain progress and then they are exited.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Although we have had a one grade-level shift, we have had no turnover this year.

2. What is the experience level of key teaching and learning personnel?

Our current classroom teachers have been at Carpenter Street School an average of 5.7 years. Their overall average teaching experience is 15.7 years.

1-3 years- 1

4-7 years- 3

8-10 years- 4

11-15 years- 1

15+ years- 7

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The dedication and hard work demonstrated by the Carpenter staff serves as an invitation to other highly qualified teachers to join our staff. Once hired we work hard to retain qualified staff by providing a comprehensive new teacher orientation, a mentor for new teachers, high quality on-going building/district-wide professional development and within the building we provide a collaborative culture that respects the professional expertise of the staff. Our teachers are strong collaborators which provide support both professionally and personally to one another. Carpenter Street School is particularly attractive to teachers whose passion is working with disadvantaged students. With a 53% Free and Reduced lunch rate, we have a significant number of at-risk students. On the other hand, we also pull from a higher socioeconomic area of the city which creates a wonderful culture in the building. It is a beautiful historic building with down to earth families. It is a Title 1 Schoolwide program which gives special supports above and beyond what other schools in the district have. Teachers are a big part of the improvement process of the school. They lead teams and collaborate with building and district administration to achieve the goals they develop. They become adept at interpreting data and using it to plan instruction. This positive collaboration culture helps retain teachers.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district has an on-going process for recruiting highly qualified teachers. The initial attraction is the salary and benefit packages that surpass surrounding districts. Human Resources has an effective screening process. Based on open teaching positions, teaching candidates are interviewed by an interview team consisting of teachers and administrators. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff. Retaining new teachers is accomplished by providing a comprehensive new teacher orientation, a mentor for new teachers and on-going high quality building/district-wide professional development. A collaborative culture has been established with staff input as an important part of building decisions.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA- Carpenter Street School has a low turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All staff, teachers and paraprofessionals, will have training in both Reading Workshop and Writing Workshop. They will also have additional Dreambox training. Teachers will participate in District-level professional development in the core areas and continued professional development in the IB PYP framework.

Professional development is scheduled each month in blocks of 2 or 3 hours. Our primary focus this year is developing the International Baccalaureate Primary Years Program of Inquiry and training staff in the new 5D+ evaluation model. We also allot time for discussion of school improvement initiatives.

As stated earlier, developing the inquiry model helps engage students more effectively in their learning and the strategies utilized in the PYP model help develop thinking and reasoning skills that will improve student performance in all curricular areas. Our PYP coordinator leads teachers through the PYP framework, building common vocabulary and inquiry into the integrated units to improve engagement and proficiency with the content.

We are also training staff in the 5D+ Evaluation model. It is a growth model that engages in the teachers in self-reflection and evaluation on researched based rubrics, which when fully attained has been proven to improve student learning. With the continuing dialogue built into the process teachers and administrators can engage in meaningful self development and goal setting to help each teacher reach the mastery level.

On-going professional development for staff on effective ways to increase parent involvement occurs annually. Teachers have been encouraged to use Moodle or Edmoto to communicate with parents. They have been be trained on Sign up Genius, to provide more ways for parents to sign up for things such as parties and Parent Teacher conferences, and Remind, as a resource to send out quick information about anything using text messaging. The building uses School Messenger to share upcoming events and information on opportunities for parent participation.

2. Describe how this professional learning is "sustained and ongoing."

The professional learning is an extension of training provided last year. The teachers will continue to participate in monthly district and building professional development which will be reflected upon and integrated through weekly collaboration. Professional Development structure comes through the negotiation process and is a priority every year. The work we are doing with PYP and 5D+ are systemic changes that will be sustained in our instructional model from this point forward. Training will continue to be provided as we reflect, review and revise our instruction each year which leads to continual improvement.

School Improvement Plan

Carpenter School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		MPS PD Highlights 2016-2017

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

A parent representative serves as a sitting member of the School Improvement Team. Parents have opportunities for involvement in the design of the school-wide plan by participating in PTO, feedback from Title 1 events (Reading and Math Nights) and surveys to provide input regarding current and future Title 1 services. There is an open door policy in the building for parents to discuss and share any ideas or concerns regarding our school-wide plans. Teachers have been trained in multiple methods of communication in an effort to reach more parents. Teachers use Moodle or Edmodo, SignUp Genius, or Remind Me and the school uses School Messenger. Parents representatives also serve on district level committees such as the District School Improvement Committee (DSIC) and Parent Information Council (PIC).

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved in the implementation of the plan by having timely and informative notifications of meetings and events, constant communication by classroom newsletters as well as monthly building newsletters and through our open door policy. Parent volunteers assist in the classroom. Strategies are shared during parent nights to help parents support the school improvement efforts at home. Struggling parents receive support from the Family Intervention Specialist so they can better support the academic growth of their student.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parent evaluation is sought through participation on the School Improvement Team, the Program Evaluation team, at PTO meetings during the Principal's portion, as well as, through surveys. Parents representatives also serve on district level committees such as the District School Improvement Committee (DSIC) and provide input at that level.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Carpenter Parent Involvement Plan 2016-2017

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

As a community, Carpenter parents, students, and staff continue to work together to make a difference for children in our learning community. School improvement will be a key component of each PTO meeting to encourage greater parent participation and input. In addition, the school improvement team meets monthly to monitor the effectiveness of strategies and implementation and determine next needs to improve student achievement.

As noted in the Carpenter Parent Involvement Document attached, Carpenter Street School holds an annual meeting which includes information for parents on student performance, Title 1 requirements, Title 1 plans, and parental involvement plans. We also hold several

School Improvement Plan

Carpenter School

other parent events in the evenings a various times to accommodate parent schedules. We also schedule student activities separate from the parent component so parents can focus on the presentations.

Parents are involved in the development of the school improvement plan and Title I Program development through the representation on the school improvement team and the PTO Meetings.

Parents are provided information regarding the school programs through phone contacts, teacher newsletters, and building newsletters. Staff has received training in several tools to improve school and home communication including Remind Me, Sign Up Genius and Moodle.

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations on the scheduled Curriculum Nights, this includes General Curriculum (Core), Language Arts and Mathematics. The topics are also covered in PTO Meetings and at Parent Teacher Conferences.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions directly to the principal and teaching staff or through their Parent Representative on the School Improvement Team. They can also speak at PTO Meetings, Parent Teacher Conferences, an/or IEP Meetings.

If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments to their contact teacher, by contacting the Principal, in response on the annual Parent Survey, or through our MPS Connect (Suggestion Box) on our website.

The Parent/School Compact was developed with parent input and is presented annually at the parent meeting and reviewed annually with parents at Parent Teacher Conferences and at the PTO meetings. The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

Student progress is reported to parents at a variety of time throughout the school year through direct teacher communication, report cards, and at Parent Teacher Conferences.

School staff ensure parents have access to communicate with them about their child's education by phone, email, or in person.

School staff annually shares the State's content expectations with parents, the state's annual assessment (M-Step) with parents, and how to monitor their child's progress. Ideas are shared at Curriculum Nights, and in teacher newsletters.

Staff provides parents with appropriate materials and offers training in our school to enable them to support their child's academic progress. Teachers sharing strategies and content covered in teacher newsletters, content and strategies are shared at Curriculum Nights, teachers hold individual conferences as needed, and share at Parent Teacher Conferences.

On-going professional development for staff on effective ways to increase parent involvement occurs annually. Teachers have been encouraged to use Moodle or Edmodo to communicate with parents. Teachers have been shown Sign up Genius, to provide more ways for parents to sign up for things such as parties and Parent Teacher conferences, and Remind, as a resource to send out quick information about anything using text messaging. The building uses School Messenger to share upcoming events and information on opportunities for parent participation.

School Improvement Plan

Carpenter School

Coordination with other programs for parent involvement includes our schools collaboration with DHS' Success Coach. The Success Coach helps address student and family needs through community connections and programs. We also hire a Family Intervention Specialist who makes community connections and address non-academic needs that hinder student success.

Information is shared with parents in a language and format they can understand, with the absence of educational jargon, through teacher newsletters, school newsletters and parent presentations. Newsletters and other information can be translated for an ESL student or family. Similar accommodations are provided to the visually impaired through Braille resources. If a parent is cognitively impaired, we focus on personal communication to ensure they understand what we are communicating. We also work with the ARC of Midland County, the Disability Network, and the Michigan Alliance for Families to provide additional support. We provide interpreters, as needed, for ESL families or visually impaired individuals. We also use amplification at parent presentations to address the needs of the hearing impaired. Migratory families often come in to the school at non-typical times. To make sure we address this, Migratory families get a mini-orientation giving details of the school educational program, a summary of Title I supports and a tour of the building.

Parents are provided with other reasonable support such as access to school and community resources, Dial-a-Ride Tickets, alarm clocks, back packs, school supplies, hygiene products.

Staff provide opportunities for full parent participation. All parents are welcome to participate in their child's education unless prohibited by law. For those volunteering in the classroom, the district has established a screen process to ensure the safety of all students. (BRAVO). Volunteer opportunities are available at a variety of times of day to accommodate a variety of schedules. The PTO offers many opportunities in and beyond the school day.

Carpenter Street School wants all parents to have the opportunity to be involved with their child's education. Migratory families often come in to the school at non-typical times and get a mini-orientation giving details of the school educational program, a summary of Title I supports, parent involvement opportunities and a tour of the building. For our cognitively impaired family members, we work closely with the ARC of Midland County, the Disability Network and the Michigan Alliance for Families. We are fortunate to have a diverse community with Dow and Dow Corning in our community. We utilize these community resources to meet the needs of our Limited English Proficient families, when needed. We are also fortunate to have internal (through our Special Education department) and external resources (Community Organizations) that we can access when assistance is needed for either visually or hearing impaired family members. These resources help us meet our goal of providing opportunities for every parent to be involved in their child's education.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will document attendance/participation and elicit feedback through surveys and direct feedback. Feedback will also be sought by the School Improvement Parent Representative and the PTO.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent feedback is reviewed by the School Improvement teams to inform and adjust plans each month. Not only will we consider the anecdotal feedback from each event, but annually, we will review attendance data to determine what topics lead to higher attendance patterns. We will also address any areas identified as areas of concern on the parent survey to adapt our plans for the following year.

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

The school-parent compact was developed in partnership with parents (SIP rep and PTO members), teachers and administrators. It was developed before my time at Carpenter, but is reviewed annually to ensure it covers the agreements necessary for student success.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is shared and discussed at parent-teacher conferences. A signature is required from all stakeholders, student, parent, teacher and principal to confirm their commitment to each child's success.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Carpenter Title 1 Parent Compact 2016-2017

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school provides individual academic results through the progress reports, individual conferences, IEPs, and fall and spring data meetings. Translations of results into a different language have not been needed but are available upon request. Individual meetings with parents to review their child's M-STEP data are also available.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

This year, Carpenter Street School offered a Kindergarten section for Young 5 year old students to add another bridge between preschool experiences and the school. For those meeting the criteria for Kindergarten, a summer program is offered for preschool children to further familiarize themselves with the kindergarten classrooms and building. Parents are given sessions on supporting their child's transition and how school works. Students are given assessments and play games to help us identify their strengths and weaknesses. They all tour the building and learn about expectations. Transition meetings are held with parents as students enter from their preschool programs. Parent-Principal-Student conferences are also offered to incoming kindergartners. Students that receive special services at the preschool level have transition IEP's to ensure that the program and instruction meets the individual student's needs.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

An incoming parent night is held to communicate kindergarten readiness indicators and strategies for home use. Strategies include games that promote academic concepts like letter and number recognition. At home reading ideas and reading aloud are encouraged. In addition, flyers are disseminated to promote this opportunity throughout the community.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

As part of an annual process, Carpenter Street School collects and analyzes classroom data, as well as, district and statewide assessments. PYP Units are developed which include formative and summative assessments developed by building teachers to capture the needs of their students. The district assessments are developed by the teachers themselves and the data gathered is used to drive instruction. Assessment development at both the school and district level is an on-going process driven by teacher input. It is revised and aligned to state standards as they evolve. This is done through professional development time and collaborative planning time. To create a school improvement plan that reflects the needs of the Carpenter community, all of this data is considered. Teachers use all these levels of assessment to inform their instruction. When a student provides a significant challenge, teachers bring their data and concerns to our Next Needs data meetings to discuss the situation. The teacher gains the insights and targeted response from the team to alter or revise their instruction.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

In addition to M-STEP, Carpenter Staff assesses achievement using NWEA for Reading and Math, as well as district assessments for literacy, math, science, and social studies. Progress reports are an additional source of data. Carpenter also uses DIBELS and assessments for K-3 literacy. Classroom teachers meet monthly with the building principal, learning coach, school psychologist, ancillary staff, and special education teachers to discuss achievement of individual students in all four content areas. A plan is developed in order to meet each student's needs based upon assessments. The selection and development of supplemental assessments occurs when teachers need additional information in order to make instructional decisions. The majority of instructional decisions are based on the informal formative assessments by the teacher daily to inform their instructional decisions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students who are not proficient on State testing are targeted by building staff. A targeted focus is given to students identified as the Bottom 30%. They are assessed using district and school assessments including NWEA, Dibels, District Assessments and Dreambox. This data helps narrow the focus on problem areas. Students who experience difficulty through lack of grade-level progress are identified at Next Needs meetings through data analysis. Any staff member can identify academic, social/emotional, or behavioral concerns regarding individual students. Academic concern criteria are based on degree below grade-level, significant performance changes or Proficiency level. Students with behavioral needs are also brought to Next Needs to identify supports necessary from our Family Intervention Specialist and DHHS Success Coach.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

As a school-wide Title 1 building all students are eligible for Title 1 support who are not meeting grade level standards. Our Title 1 support is provided in the following manner: Paraprofessional assistance - Kindergarten through Fourth Grade who provide support with Tier 1 students, allowing the teacher to work with students of higher need. Temporary Title 1 Teachers are provided for Intervention and small group work, primarily with Tier 2 students, allowing the teacher to work with the students with the greatest need, Tier 3. Special Education Services are also provide to address the needs of our qualified students through individual or small group instruction. Students are engaged through a variety of techniques including technology and manipulative activity. Our Family Intervention Specialist provides support for social-emotional/behavioral needs through individual and small group counseling, working with parents to improve their involvement in the educational process, and using Title 1 funds for supplemental supplies and interventions.

Each of these interventions are provided individually based on the need of each individual student and the frequency is determined by the teacher and the Next Needs team.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students needs are being met through differentiated instruction in the classroom utilizing leveled homework, ability grouping, flexible grouping, adaptive learning software and appropriately leveled reading materials. Our teachers have been trained in Differentiated Instruction for multiple years and it is embedded in the instructional model of PYP.

In mathematics, we utilize leveled homework, ability grouping and flexible grouping, and teh adaptive learning software- Dreambox.

Language Arts differentiation is accomplished through leveled homework, ability grouping, flexible grouping, and appropriately leveled reading materials.

Science and Social Studies differentiation is accomplished with leveled homework, ability grouping, and flexible grouping.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Each initiative in the Carpenter Street SIP is supported through coordination of federal, state and local programs and resources. They are allocated based on our School Improvement Goals that focus on Math and Language Arts, as well as Science and Social Studies through informational reading and writing.

Federal support comes in the form of our Title 1 allotment. Coordinating these funds to complement, yet not supplant, district and school programming and supports improves the impact of these additional dollars. These dollars provide programming that includes extended learning opportunities like summer school and lunch/after school tutoring/mentoring. It provides additional academic support through paraprofessional and Temporary Title 1 teachers. It addresses not academic barriers to academic success through the Family Intervention Specialist position. These Federal funds also support parent programs that build the school-parent collaboration. It also supports the differentiation of student performance through adaptive learning software like Dreambox Learning in mathematics.

The district also receives Federal dollars in the form Title IIA funds. Carpenter receives support from these funds through professional development opportunities for the International Baccalaureate Primary Years Program and the 5D+ Evaluation Tool training. The IB PYP training helps develop instructional design and strategies that improve student engagement, connect content areas and foster positive learning behaviors that research shows improves student learning and academic success. We also use Title funds to train our Teacher Leaders who support the entire district. Carpenter, though, is fortunate to have two of these leaders on our teaching staff and have access to their expertise and they share their training to their colleagues on a regular basis.

The district also receives targeted Federal funds for children in Homeless situations through McKinney Vento. These dollars are spent to support our kids and their families during these difficult times.

And finally, we receive Federal Free and Reduced Lunch Support. Students participate in the National School Breakfast, Lunch, After-School Snack, and Summer Feeding Programs.

District support comes in the form of general fund budget allotments which are provided by the State each year. The funds provide the teachers, some paraprofessional support, building and district administrative and support staff. It also provides a budget for supplies and materials for our building. Unfortunately, we do not get 31A dollars, additional at-risk funding, despite our Schoolwide status.

Locally, we have received funding from the Midland Area Community Foundation for the North West Educational Assessment (NWEA) standardized assessment which we use to pretest students in the Fall, Mid- Year Assessment in the Winter and Post Test in the Spring. This data allows us to track the progress of our students and identify strengths and challenges for each student through out the year. We have also benefited from a local grant to help develop the IB PYP program in our building. It has provided training for teacher and administrators. Finally, although not funding, we have received donations from several churches of clothing, backpacks and school supplies which are a benefit to our students and families.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

District and state funding allow for collaboration time for building and district teams to do the Comprehensive Needs Assessment, analyzing the data, and developing the plan based on the assessment.

2. Schoolwide Reform Strategies

General Fund supports the services provided by Lou Ann Bensing, Coordinator of Elementary Curriculum. She observes and provides feedback on instructional practices, as requested. He also coordinates district level curricular professional development which helps staff deliver the instructional program with fidelity. Lou Ann also provides feedback throughout our school improvement and Title 1 planning processes.

Title 1 supports the differentiation of student academics through adaptive learning software like Dreambox Learning in mathematics. We have also benefited from a local grant to help develop the IB PYP program in our building. It has provided training for teacher and administrators. Finally, Title 2A funding supports the 5D+ evaluation tool. An effective observation/evaluation process allows us to increase the quality of our teaching staff which research shows has the greatest impact on student achievement.

3. Highly Qualified Staff

State funding pays the salaries of staff who helps ensure highly qualified status on all staff members.

4. Attract and Retain Highly Qualified Staff

State funding allows us to pay the salaries that help attract and retain highly qualified staff. Title 1 funding allows us to provide resources to the classroom teacher including paraprofessional support and Temporary Title 1 teacher support that allows the teacher to be more effective and helps retain them.

5. Professional Development

The Coordinator of Elementary Curriculum is paid for out of the district General Fund. The General Fund also covers the cost of the professional development days provided to the staff.

The district receives Federal dollars in the form Title IIA funds. Carpenter receives support from these funds through professional development opportunities for the International Baccalaureate Primary Years Program and the 5D+ Evaluation Tool training. The IB PYP training helps develop instructional design and strategies that improve student engagement, connect content areas and foster positive learning behaviors that research shows improves student learning and academic success.

6. Parental Involvement

Parents are involved at the building and district levels and the General Fund helps support this involvement. These funds support the work of the District School Improvement Committee and the Parent Information Committee. Parents are a valuable part of the school improvement process as they review building plans and develop the district plan. PIC representatives gain valuable insight into the hot topics of the district, provide parent perspective to district and building leadership and bring all this back to the building level to share with the broader parent community.

Title 1 funds also support parent programs that build the school-parent collaboration. We hold our annual opening meeting and two curriculum nights to engage parents in the content and strategies to support students academic development. Title 1 Funds support the One School, One Book program which provides a book to each family and encourages participation by tracking student progress in the story.

7. Preschool Transition

The district pays for the supplies and staff for Kids Day at the Mall. This is an outreach program to help identify and inform families that have students that will be entering our schools in the Fall. Students participate in activities and parents are given information about the schools and things they can do with their children to improve readiness. The general fund also covers the salaries for Kindergarten teachers who participate in transition meetings with our Head Start and Preschool programs run by our ESA.

Title 1 funding is used to hold a Kindergarten summer session which allows us to let students and parents learn about the school and allows teachers to assess the needs of these incoming students. We also hold an orientation closer to the start of school so parents and students can meet their teacher, see the room and learn about the curriculum, classroom expectations and strategies to support their students academically.

8. Assessment Decisions

Our District Assessments and Data Warehouse are supported by the General Fund. The development of the assessments takes time and staff to develop through the district curriculum process. The general fund covers the salaries of staff and guest teacher salaries required for this process. Illuminate DNA and the training that is required is also a significant general fund expense.

Title 1 funds provide Dreambox Learning adaptive software which teachers chose to provide mathematics assessment data that helps guide instructional decisions. Locally, we have received funding from the Midland Area Community Foundation for the North West Educational Assessment (NWEA) standardized assessment which teachers and the principal selected to use to pretest students in the Fall, Mid- Year Assessment in the Winter and Post Test in the Spring. This data allows us to track the progress of our students and identify strengths and challenges for each student through out the year.

9. Timely and Additional Assistance

Title 1 dollars provide programming that includes extended learning opportunities like summer school and lunch/after-school tutoring/mentoring. Title 1 Funds are also used to provide additional academic support through paraprofessional support and Temporary Title 1 teachers. It addresses non-academic barriers to academic success through the Family Intervention Specialist position. The district also receives targeted Federal funds for children in Homeless situations through McKinney Vento. These dollars are spent to support our kids and their families during these difficult times. And finally, we receive Federal Free and Reduced Lunch Support. Students participate in the National School Breakfast, Lunch, After-School Snack, and Summer Feeding Programs.

10. Coordination & Integration of Federal, State and Local Resources

The Associate Superintendent of Curriculum, Instruction and Assessment, The Director of Finance, and building administrators collaborate to coordinate Title 1 funds to complement, yet not supplant, district and school programming and supports which improves the impact of these additional dollars. The salaries of all of these individuals are supported by General Fund dollars as are technology and materials for these meetings.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Carpenter Street School coordinates and integrates funds from Title I, Title IIA, PTO, and district general funds to support a variety of programs. The items listed are examples of how Title I funds are used to support the school-wide components: activities in the Parental Involvement calendar, Next Needs meetings, paraprofessional support in K - 4 classrooms, interventions and supplies.

Title IIA funds are used for professional development opportunities in and outside the district. PTO funds are used for funding for classroom supplies and parent activities in the Parent Involvement calendar. General funds are used for all other components. More detail can be found

in the activities sections of the School Improvement Plan.

With the high level of need at Carpenter Street School, other monies are necessary to meet the need. Carpenter participates in the Free Breakfast program and the Free/Reduced Lunch Program, without which many of our students would not have the nutrition needed to be successful. Each year, we have a number of families that become homeless for one reason or another. Access to the support from McKinney-Vento provides us with a variety of ways we can meet the needs of these students and their families.

We are also fortunate to have a collaboration with the Department of Human Services which provides a half time Success Coach for our building. The Success Coach focuses primarily on attendance and family distress issues, but has access to a large number of community supports that he brings to the table when we are discussing struggling families. We also receive support from local groups to meet the needs of our students. From Sneakerpalooza to Sharing Tree and Bag Pack/School Supplies to weekly food programs, Carpenter has access resources well above what we could provide on our own thanks to local funds and support.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school evaluates the effectiveness of the SIP through student achievement on the M-STEP/MEAP, NWEA DIBELS, district assessments, and classroom data are used to measure student growth. The observation/evaluation process is used to assess the fidelity in which the School Improvement Plan is being implemented. Next Needs meetings are used to evaluate the effectiveness of strategies for individual students and tweak instructional plans to address their unique needs.

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

The school uses the results from the indicators of academic achievement to identify groups that are not performing and areas in the curriculum that need modifications to improve student success.

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

The Next Needs team reviews building data quarterly to determine the building effectiveness in regard to the school-wide programs. Building goals are made in curricular areas and teachers meet monthly to review student progress toward proficiency achievement. When needed, modifications are made to the instructional focus and interventions to improve student success through an increase in time or change in intervention.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Student progress is reviewed and analyzed at monthly grade level team meetings. Intervention programs are established for students not achieving and, based on grade level achievements, revisions to the building plan occur to ensure continuous improvement of students in our school-wide program.

Carpenter Street SIP 2016-2017*

Overview

Plan Name

Carpenter Street SIP 2016-2017*

Plan Description

Carpenter Street Schools School Improvement Plan for 2016-2017-REvised*

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Carpenter Street Elementary School will become proficient readers.	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$114570
2	All students at Carpenter Street Elementary School will become proficient in math.	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$74670
3	All students at Carpenter Street Elementary School will become proficient in writing.	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$47570

Goal 1: All students at Carpenter Street Elementary School will become proficient readers.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 skills and strategies in Reading by 06/09/2017 as measured by M-Step (3-5), NWEA MAP, District Assessments-DRA (K-2), QRI (3-5).

Strategy 1:

Reading Workshop - Teachers will incorporate informational text within Reading Blocks of instruction and aligned CCSS learning targets. Reading Workshop strategy will be implemented routinely within core instruction in grades K-5.

Category:

Research Cited: Building Academic Vocabulary by Robert Marzano, Explore the Evidence Based Research on Reading (2006) Calkins, L.M., Classroom Instruction that Works, Marzano, The Art and Science of Teaching, Marzano

Tier: Tier 1

Activity - Teacher Training on Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train k-5 classroom teachers and temporary Title I teachers on focused Reading Workshop instruction with the use of non-fiction text and mini-lesson topics.	Professional Learning	Tier 1	Getting Ready	09/02/2015	09/18/2015	\$0	General Fund	Louann Bensinger-MPS District Elementary Curriculum Coordinator

Activity - Title I support staff training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to all Temporary Title 1 and Title 1 Para staff	Professional Learning	Tier 1	Getting Ready	09/02/2015	10/30/2015	\$0	No Funding Required	Principal, Elementary Curriculum Specialist

Strategy 2:

Weekly grade-level collaboration - Classroom teachers will collaborate weekly to problem-solve, develop lessons and units, discuss best practices, reflect and share.

Category: Other - All core areas

Research Cited: Leverage Leadership (Bambrick-Santoyo), Driven by Data (Bambrick-Santoyo), Practice Perfect (Lemo), Teaching as Leadership (Farr)

Tier: Tier 1

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Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a weekly basis to plan and monitor instructional practices, problem solve student issues and plan lessons and units in core academic areas.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers, building principal, school psychologist,

(shared) Strategy 3:

Integration of Science and Social Studies through information reading. - Use informational text on aligned Science and Social Studies content as part of the reading instruction and integrated into the PYP Units of Inquiry.

Category: Other - Reading, Science and Social Studies

Research Cited: American Association for the Advancement of Science (AAAS). 1993. Benchmarks for science literacy. New York: Macmillan.;Cooper, J. D. 1997.

Literacy: Helping children construct meaning. 3rd ed. New York: Houghton Mifflin.;Romance, N. R., and M. R. Vitale. 1992. A curriculum strategy that expands time for in-depth elementary science instruction by using science-based reading strategies: Effects of a yearlong study in grade four. Journal of Research in Science Teaching 29:545–54.

Tier: Tier 1

Activity - Science Informational Reading Skills Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Title I Part A	Classroom Teacher

Activity - Social Studies Informational Reading Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Title I Part A	Classroom Teacher

Measurable Objective 2:

A 8% increase of Bottom 30% students will demonstrate a proficiency in skills and strategies in Reading by 06/01/2017 as measured by M-Step, NWEA MAP, Dibels and District Assessment-DRA(K-2) and QRI (3-5).

Strategy 1:

Multi-Tiered Academic Support - Tier 2 academic support will be provided to identified at-risk students through the use of research-based intervention programs and trained Title I support personnel.

Category: Other - Academic and Social Emotional Support

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Research Cited: MiBList, ICT, State of Michigan MDE

Tier: Tier 2

Activity - Intervention Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional Reading skills instruction will be provided to targeted "at-risk" students in grades k-5. The academic support will use prescriptive intervention strategies to present academic material and concepts to the students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$48000	Title I Part A	Classroom teachers, Title I support staff
Activity - Fidelity Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fidelity checks on reading intervention block instruction will be implemented on a quarterly basis over the course of the school year for grades K-5.	Policy and Process	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Building Principal, School Psychologist/ICT Coordinator, Elementary Curriculum Specialist
Activity - Afterschool Mentoring/Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted at-risk students in grades K-5 will be provided with 1:1 community mentors/tutors to provide academic support beyond the instructional day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	No Funding Required	Family Intervention Specialist, Community Partners
Activity - Summer Extended Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A four-week extended PBL learning program will be offered for targeted sub-groups of students in 2nd and 3rd grades. Identified students taking part in the program will be supported by classroom teachers as well as Title I support staff in attaining CCSS aligned learning targets in the core areas through Project Based Learning instructional programs.	Extra Curricular	Tier 2	Implement	07/18/2016	08/26/2016	\$19000	Title I Part A	classroom teachers, Title I support staff, Building Principal

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Activity - Title 1 Family Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 Intervention Specialist will provide support to students, families and teachers to meet the social-emotional-behavioral needs of students that allows them to attend to academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/06/2016	06/09/2017	\$47570	Title I Part A	Family Intervention Specialist, Principal

Measurable Objective 3:

A 15% increase of Fourth grade Bottom 30% students will demonstrate a proficiency on the M-STEP, state assessment in Science by 06/09/2017 as measured by proficiency levels on the M-STEP, as well as, district and classroom assessments..

(shared) Strategy 1:

Integration of Science and Social Studies through information reading. - Use informational text on aligned Science and Social Studies content as part of the reading instruction and integrated into the PYP Units of Inquiry.

Category: Other - Reading, Science and Social Studies

Research Cited: American Association for the Advancement of Science (AAAS). 1993. Benchmarks for science literacy. New York: Macmillan.;Cooper, J. D. 1997.

Literacy: Helping children construct meaning. 3rd ed. New York: Houghton Mifflin.;Romance, N. R., and M. R. Vitale. 1992. A curriculum strategy that expands time for in-depth elementary science instruction by using science-based reading strategies: Effects of a yearlong study in grade four. Journal of Research in Science Teaching 29:545–54.

Tier: Tier 1

Activity - Science Informational Reading Skills Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Title I Part A	Classroom Teacher

Activity - Social Studies Informational Reading Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Title I Part A	Classroom Teacher

Goal 2: All students at Carpenter Street Elementary School will become proficient in math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grade level skills in Mathematics by 06/09/2017 as measured by MEAP/Smarter Balance, NWEA MAP assessments, and District Mathematics Assessments.

Strategy 1:

Differentiated Instruction - Teachers in grades K-5 will differentiate math instruction using materials from the District series EnVisions, as well as other differentiation lessons and materials to improve student math achievement.

Category: Mathematics

Research Cited: Tomlinson, C.A.; and McTighe, J. (2006). Integrating differentiated instruction & understanding by design (Connecting content and kids). Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment results will be used to create flexible grouping and/or determining individualized instructional plans for students.	Other, Direct Instruction	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	Classroom teachers in grades K-5, resource room teachers and Title 1 staff

Activity - Adaptive Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use adaptive learning programs (Dreambox) to fill knowledge gaps and extend their learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$7000	Title I Part A	classroom teachers, building principals

Strategy 2:

Development of Number Sense in student learning grades K-5 - Teachers will incorporate routine instruction and practice of math learning targets aligned with CCSS at grade levels K-5 as they relate to number sense. Ensuring aligned curriculum will ensure students have the knowledge to be proficient on the assessments. This

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strategy will be implemented through whole class, small group and center activities to ensure all students are engaged and progressing in the content. Students identified as struggling with the content will have targeted support from the classroom teacher, Temporary Title 1 Teachers or Title 1 paraprofessionals.

Category: Mathematics

Research Cited: CCSS Mathematics Framework Curriculum

Tier: Tier 1

Activity - Targeted Supplemental Math Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement additional relevant math activities targeted to reinforce number sense.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers, teacher leader

Activity - Number Sense PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a Professional Learning Community on Number Sense using the text Number Talk or Classroom Discussion Using Math Talk to Help Students Learn.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	Title I Part A	Principal, Math Teacher Leader, Classroom Teachers

Strategy 3:

Teacher Collaboration - Teachers will meet on a weekly to reflect and share instructional practices, problem solve student issues, and plan lessons.

Category: Other - All core areas

Research Cited: Leverage Leadership (Bambrick-Santoyo), Driven by Data (Bambrick-Santoyo), Practice Perfect (Lemo), Teaching as Leadership (Farr)

Tier: Tier 1

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a bi-weekly and monthly basis to plan and monitor delivery and progress on CCSS grade level learning targets in core academic areas.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers, building principal, School Psychologist

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Measurable Objective 2:

A 10% increase of Bottom 30% students will demonstrate a proficiency in grade level math skills in Mathematics by 06/09/2017 as measured by M-Step, NWEA MAP assessments, District Assessments.

Strategy 1:

Multi-Tiered Academic Support/ Intervention - Tier 2 academic support will be provided to identified at-risk students through the use of flexible grouping for math instruction with support from trained Title I personnel.

Category: Mathematics

Research Cited: Hall, S. (2008). Implementing response to intervention. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2011). The Art and Science of Teaching: A comprehensive framework for effective instruction. Marzano Research Laboratory.

Marzano, R. and Pickering D.(2011). The Highly Engaged Classroom. Marzano Research Laboratory.

Tier: Tier 2

Activity - Next Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn to use formative assessments, such as NWEA MAP, to identify students potentially at risk for not meeting proficiency standards in order to provide targeted instruction.	Teacher Collaboration	Tier 2	Monitor	09/02/2015	06/10/2016	\$0	No Funding Required	General education teachers, resource room teachers, building support staff, Title 1 staff, psychologist and principal

Activity - Summer Extended Learning Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A two-week extended PBL learning program will be offered for targeted subgroups of students in 2nd and 3rd grades. Identified students taking part in the program will be supported by classroom teachers as well as Title I support staff in attaining CCSS aligned learning targets in the core areas through Project Based Learning instructional programs.	Extra Curricular	Tier 3	Implement	09/02/2015	06/10/2016	\$19000	Title I Part A	Classroom Teachers, Title I support staff, Building Principal

Activity - Fidelity Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fidelity checks on math interventions provided by Title support staff will be implemented on a quarterly basis over the course of the school year; checks will be completed within grades K-5. Input will be requested from classroom teachers.	Walkthrough	Tier 2	Monitor	09/02/2015	06/10/2016	\$0	No Funding Required	Building Principal, Elementary Curriculum Specialists
Activity - After School Mentoring/Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted at-risk students in grades K-5 will be provided with 1:1 community mentors/tutors to provide academic support beyond the instructional day.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Community Partners, Building Principal, Office Staff, Family Interventionist
Activity - Collegial Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to colleagues with specific content expertise to provide support with differentiation.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers, building principals, Elementary Curriculum Specialist, Math Teacher Leader
Activity - Title 1 Family Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 Intervention Specialist will support students, families and teachers in their efforts to meet the social-emotional-behavioral needs of students that will allow students to attend to the academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/07/2015	06/10/2016	\$47570	Title I Part A	Family Intervention Specialist, Principal

Goal 3: All students at Carpenter Street Elementary School will become proficient in writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 skills and strategies in Writing by 06/09/2017 as measured by MEAP/Smarter Balance, NWEA MAP, District Common Assessments.

Strategy 1:

Teachers will align their instruction to the CCSS standards to ensure student master the content necessary to be proficient on state and local assessments. - Classroom teachers will review and revise the year-long scope and sequence instructional plan to align with the PYP Units of Inquiry. They will ensure that their lessons cover all content needed for success and provide additional support for students based on their individual needs through whole group, small group or individual intervention by the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.

Category: English/Language Arts

Research Cited: Research Cited: Leverage Leadership (Bambrick-Santoyo), Driven by Data (Bambrick-Santoyo), Practice Perfect (Lemo), Teaching as Leadership (Farr)

Tier: Tier 1

Activity - Grade Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a bi-weekly and monthly basis to review, revise and monitor delivery and progress on CCSS grade level learning targets in writing.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2015	06/10/2016	\$0	No Funding Required	classroom teachers, building Principal, School Psychologist, PYP Coordinator

Strategy 2:

Writing Workshop - Teachers will incorporate informational writing within Writing Blocks of instruction and aligned CCSS learning targets. Writing Workshop strategy will be implemented routinely within core instruction in grades K-5.

Category:

Research Cited: Classroom Instruction that Works (Marzano), Art and Science of Teaching (Marzano)

Tier: Tier 1

Activity - Teacher Training on Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Train k-5 classroom teachers and temporary Title I teachers on focused Writing Workshop instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/10/2016	\$0	No Funding Required	classroom teachers, Temporary Title I teachers, building principal, Elementary Curriculum Specialists
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Activity - Science and Social Studies Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided routine writing opportunities as related to the following writing concepts; compare and contrast, summarizing, cause and effect, argumentative	Direct Instruction	Tier 1	Implement	09/02/2014	06/11/2015	\$0	No Funding Required	classroom teachers, auxiliary teachers K-5

Measurable Objective 2:

A 10% increase of Bottom 30% students will demonstrate a proficiency skills and strategies in Writing by 06/09/2017 as measured by M-Step, NWEA MAP, Common District Assessments.

Strategy 1:

Intervention - Multi-Tiered Academic Support - Tier 2 academic support will be provided to identified at-risk students through the use of research-based intervention programs and trained Title I support personnel.

Category:

Research Cited: MiBLISi, ICT, Leverage Leadership (Bambrick-Santoyo), Driven by Data (Bambrick-Santoyo), Practice Perfect (Lemo), Teaching as Leadership (Farr)

Tier: Tier 2

Activity - Common Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with Elementary Curriculum Specialist to identify common rubrics to evaluate informational and opinion writing.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers, building principal, Elementary Curriculum Specialist

Activity - Time to Write	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities daily. Integration into PYP Units of Inquiry. Quick Writes. Journal Writing. Cross-curricular	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers

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Activity - Choice Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to write on topics of their choice and interest areas to spark their motivation.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	classroom teachers
Activity - Title I support staff training in Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train Temporary Title 1 Teachers and Para staff in Writing Workshop	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Principal, Elementary Curriculum Specialist
Activity - Title 1 Family Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 Family Intervention Specialist will support students, families and teachers efforts to meet social-emotional-behavioral needs that allow them to attend to their academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/06/2016	06/09/2017	\$47570	Title I Part A	Family Intervention Specialist, Principal

Measurable Objective 3:

A 12% increase of Fifth grade Bottom 30% students will demonstrate a proficiency in skills and strategies in Social Studies by 06/09/2017 as measured by the M-STEP state assessment, as well as, district and building assessments..

Strategy 1:

Integration of Science and Social Studies Informational Writing - During intervention time, students will develop informational writing strategies with the support of the classroom teacher, Temporary Title 1 Teacher or Title 1 Paraprofessional.

Category: Other - Science and Social Studies

Research Cited: American Association for the Advancement of Science (AAAS). 1993. Benchmarks for science literacy. New York: Macmillan.;Cooper, J. D. 1997.

Literacy: Helping children construct meaning. 3rd ed. New York: Houghton Mifflin.;Romance, N. R., and M. R. Vitale. 1992. A curriculum strategy that expands time for in-depth elementary science instruction by using science-based reading strategies: Effects of a yearlong study in grade four. Journal of Research in Science Teaching 29:545-54.

Tier: Tier 1

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Activity - Science Informational Writing skill development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During intervention time students will work in small groups or individually with the classroom teacher, Temporary Title 1 Teacher, or Title 1 paraprofessional on informational writing related to science content standards.	Academic Support Program	Tier 2	Implement	10/05/2015	06/10/2016	\$0	Title I Part A	Classroom Teacher
Activity - Social Studies Informational Writing Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During intervention time, students will work individual or in small groups with the classroom teacher, Temporary Title 1 Teacher, or Title 1 Paraprofessional on writing strategies using the Social Studies content standards.	Academic Support Program	Tier 2	Implement	10/05/2015	06/10/2016	\$0	Title I Part A	Classroom Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Adaptive Learning	Students will use adaptive learning programs (Dreambox) to fill knowledge gaps and extend their learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$7000	classroom teachers, building principals
Intervention Block	Additional Reading skills instruction will be provided to targeted "at-risk" students in grades k-5. The academic support will use prescriptive intervention strategies to present academic material and concepts to the students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$48000	Classroom teachers, Title I support staff
Summer Extended Learning Program	A two-week extended PBL learning program will be offered for targeted subgroups of students in 2nd and 3rd grades. Identified students taking part in the program will be supported by classroom teachers as well as Title I support staff in attaining CCSS aligned learning targets in the core areas through Project Based Learning instructional programs.	Extra Curricular	Tier 3	Implement	09/02/2015	06/10/2016	\$19000	Classroom Teachers, Title I support staff, Building Principal
Summer Extended Learning Program	A four-week extended PBL learning program will be offered for targeted sub-groups of students in 2nd and 3rd grades. Identified students taking part in the program will be supported by classroom teachers as well as Title I support staff in attaining CCSS aligned learning targets in the core areas through Project Based Learning instructional programs.	Extra Curricular	Tier 2	Implement	07/18/2016	08/26/2016	\$19000	classroom teachers, Title I support staff, Building Principal
Social Studies Informational Writing Skill Development	During intervention time, students will work individual or in small groups with the classroom teacher, Temporary Title 1 Teacher, or Title 1 Paraprofessional on writing strategies using the Social Studies content standards.	Academic Support Program	Tier 2	Implement	10/05/2015	06/10/2016	\$0	Classroom Teacher

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Title 1 Family Intervention Specialist	The Title 1 Family Intervention Specialist will support students, families and teachers efforts to meet social-emotional-behavioral needs that allow them to attend to their academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/06/2016	06/09/2017	\$47570	Family Intervention Specialist, Principal
Science Informational Reading Skills Development	As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Classroom Teacher
Title 1 Family Intervention Specialist	The Title 1 Intervention Specialist will provide support to students, families and teachers to meet the social-emotional-behavioral needs of students that allows them to attend to academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/06/2016	06/09/2017	\$47570	Family Intervention Specialist, Principal
Science Informational Writing skill development	During intervention time students will work in small groups or individually with the classroom teacher, Temporary Title 1 Teacher, or Title 1 paraprofessional on informational writing related to science content standards.	Academic Support Program	Tier 2	Implement	10/05/2015	06/10/2016	\$0	Classroom Teacher
Title 1 Family Intervention Specialist	The Title 1 Intervention Specialist will support students, families and teachers in their efforts to meet the social-emotional-behavioral needs of students that will allow students to attend to the academic development.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/07/2015	06/10/2016	\$47570	Family Intervention Specialist, Principal
Number Sense PLC	Staff will participate in a Professional Learning Community on Number Sense using the text Number Talk or Classroom Discussion Using Math Talk to Help Students Learn.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1100	Principal, Math Teacher Leader, Classroom Teachers

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Social Studies Informational Reading Skill Development	As part of the intervention program, students will develop informational reading skills with the assistance of the classroom teacher, Temporary Title 1 Teacher or Title 1 paraprofessional.	Academic Support Program	Tier 2	Implement	10/01/2016	06/01/2017	\$0	Classroom Teacher
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Reading Workshop	Train k-5 classroom teachers and temporary Title I teachers on focused Reading Workshop instruction with the use of non-fiction text and mini-lesson topics.	Professional Learning	Tier 1	Getting Ready	09/02/2015	09/18/2015	\$0	Louann Bensinger-MPS District Elementary Curriculum Coordinator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Collaboration	Teachers will meet on a weekly basis to plan and monitor instructional practices, problem solve student issues and plan lessons and units in core academic areas.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	classroom teachers, building principal, school psychologist,
Collegial Support	Teachers will have access to colleagues with specific content expertise to provide support with differentiation.	Teacher Collaboration	Tier 2	Implement	09/06/2016	06/09/2017	\$0	classroom teachers, building principals, Elementary Curriculum Specialist, Math Teacher Leader
Afterschool Mentoring/Tutoring	Targeted at-risk students in grades K-5 will be provided with 1:1 community mentors/tutors to provide academic support beyond the instructional day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/01/2017	\$0	Family Intervention Specialist, Community Partners
Targeted Supplemental Math Activities	Teachers will implement additional relevant math activities targeted to reinforce number sense.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	classroom teachers, teacher leader

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Fidelity Checks	Fidelity checks on reading intervention block instruction will be implemented on a quarterly basis over the course of the school year for grades K-5.	Policy and Process	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Building Principal, School Psychologist/ICT Coordinator, Elementary Curriculum Specialist
Title I support staff training in Writing Workshop	Train Temporary Title 1 Teachers and Para staff in Writing Workshop	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	Principal, Elementary Curriculum Specialist
Differentiation	Assessment results will be used to create flexible grouping and/or determining individualized instructional plans for students.	Other, Direct Instruction	Tier 1		09/06/2016	06/09/2017	\$0	Classroom teachers in grades K-5, resource room teachers and Title 1 staff
Teacher Training on Writing Workshop	Train k-5 classroom teachers and temporary Title I teachers on focused Writing Workshop instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2015	06/10/2016	\$0	classroom teachers, Temporary Title I teachers, building principal, Elementary Curriculum Specialists
Grade Level Collaboration	Teachers will meet on a bi-weekly and monthly basis to review, revise and monitor delivery and progress on CCSS grade level learning targets in writing.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2015	06/10/2016	\$0	classroom teachers, building Principal, School Psychologist, PYP Coordinator
Title I support staff training	Provide training to all Temporary Title 1 and Title 1 Para staff	Professional Learning	Tier 1	Getting Ready	09/02/2015	10/30/2015	\$0	Principal, Elementary Curriculum Specialist
Time to Write	Provide opportunities daily. Integration into PYP Units of Inquiry. Quick Writes. Journal Writing. Cross-curricular	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	classroom teachers
Choice Writing	Students will be given the opportunity to write on topics of their choice and interest areas to spark their motivation.	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$0	classroom teachers

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Common Rubric	Teachers will work with Elementary Curriculum Specialist to identify common rubrics to evaluate informational and opinion writing.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	classroom teachers, building principal, Elementary Curriculum Specialist
After School Mentoring/Tutoring	Targeted at-risk students in grades K-5 will be provided with 1:1 community mentors/tutors to provide academic support beyond the instructional day.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$0	Community Partners, Building Principal, Office Staff, Family Interventionist
Fidelity Checks	Fidelity checks on math interventions provided by Title support staff will be implemented on a quarterly basis over the course of the school year; checks will be completed within grades K-5. Input will be requested from classroom teachers.	Walkthrough	Tier 2	Monitor	09/02/2015	06/10/2016	\$0	Building Principal, Elementary Curriculum Specialists
Next Needs	Staff will learn to use formative assessments, such as NWEA MAP, to identify students potentially at risk for not meeting proficiency standards in order to provide targeted instruction.	Teacher Collaboration	Tier 2	Monitor	09/02/2015	06/10/2016	\$0	General education teachers, resource room teachers, building support staff, Title 1 staff, psychologist and principal
Science and Social Studies Informational Writing	Students will be provided routine writing opportunities as related to the following writing concepts; compare and contrast, summarizing, cause and effect, argumentative	Direct Instruction	Tier 1	Implement	09/02/2014	06/11/2015	\$0	classroom teachers, auxiliary teachers K-5
Grade Level Collaboration	Teachers will meet on a bi-weekly and monthly basis to plan and monitor delivery and progress on CCSS grade level learning targets in core academic areas.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	classroom teachers, building principal, School Psychologist