



# **School Improvement Plan**

**Carpenter Year Round Elem. School**

**Lake Orion Community Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

## Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment was completed with the school improvement team. Each member of the school improvement team represents different grade levels, special education, and specials in the building. We also had input from stake holders through our PTC meetings. During our data and stake holder meetings we examine Teacher's College, AIMSweb, M-STEP, and common assessment data to conclude where our needs lie.

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

The children are identified to be failing or at risk through the process of data analysis. We examine the following assessments:

Reading and Writing: Teacher's College (TC), State assessments, MLPP, and district common reading and writing assessments.

Math: AIMS, State assessments, Math Expressions unit assessments, and district common assessments.

Science: State assessments, Non-fiction reading and writing district common assessment.

Social Studies: State assessments, Non-fiction reading and writing district common assessment.

Each assessment has a cut score. Students who score below the cut score measured against their grade level peers are considered to be failing or at risk.

All students eligible for Title I services will be put in reverse ranking order utilizing results of assessments used for identification of Title I students. Based on the reverse ranking list, instructional priority will be given to students with the greatest need. Due to staffing constraints all eligible students may not receive Title I instruction. A reverse ranking list will be maintained with updates being made at the district scheduled benchmark assessment intervals.

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

The objective criteria is as follows:

5th Grade:

Students who score partially proficient and/or non-proficient on the state assessment. TC is an S independent in the beginning of the year, U independent in the middle of the year, and V at the end of the year. AIMS web reading fluency is 114 at the beginning of the year, 129 at the middle of the year, and 143 at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web math computation is a score of 12 for the beginning of the year, 20 for the middle of the year, and 30 for the end of the year. Writing is to score a 16.5 or better on the on demand writing rubric at the beginning of the year, and a 27.5 or better at the end of the year. Science and Social Studies non-fiction assessment is a 75% or better at the end of the year.

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### 4th Grade:

Students who score partially proficient and/or non-proficient on the state assessment. TC is a P independent in the beginning of the year, R independent in the middle of the year, and S at the end of the year. AIMS web reading fluency is 105 at the beginning of the year, 120 at the middle of the year, and 136 at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web math computation is a score of 23 for the beginning of the year, 42 for the middle of the year, and 55 for the end of the year. Writing is to score a 16.5 or better on the on demand writing rubric at the beginning of the year, and a 27.5 or better at the end of the year. Science and Social Studies non-fiction assessment is a 75% or better at the end of the year.

### 3rd Grade:

Students who score partially proficient and/or non-proficient on the state assessment. TC is an M independent in the beginning of the year, O independent in the middle of the year, and P at the end of the year. AIMS web reading fluency is 77 at the beginning of the year, 105 at the middle of the year, and 119 at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web math computation is a score of 20 for the beginning of the year, 40 for the middle of the year, and 53 for the end of the year. Writing is to score a 16.5 or better on the on demand writing rubric at the beginning of the year, and a 27.5 or better at the end of the year. Science and Social Studies non-fiction assessment is a 75% or better at the end of the year.

### 2nd Grade:

TC is a J independent in the beginning of the year, L independent in the middle of the year, and M at the end of the year. AIMS web reading fluency is 55 at the beginning of the year, 80 at the middle of the year, and 92 at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web math computation is a score of 15 for the beginning of the year, 30 for the middle of the year, and 38 for the end of the year. Writing is to score a 16.5 or better on the on demand writing rubric at the beginning of the year, and a 27.5 or better at the end of the year. Science and Social Studies non-fiction assessment is a 75% or better at the end of the year.

### 1st Grade:

All areas of the MLPP scoring card should be mastered to be considered at grade level by the end of first grade. TC is a D independent in the beginning of the year, G independent in the middle of the year, and J at the end of the year. AIMS web reading fluency is 11 at the beginning of the year, 30 at the middle of the year, and 53 at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web math computation is a score of 7 for the beginning of the year, 26 for the middle of the year, and 37 for the end of the year. Writing is to score a 16.5 or better on the on demand writing rubric at the beginning of the year, and a 27.5 or better at the end of the year. Science and Social Studies non-fiction assessment is a 75% or better at the end of the year.

### Kindergarten:

All areas of the MLPP scoring card should be mastered to be considered at grade level by the end of kindergarten. TC is a B independent in the middle of the year, and a D at the end of the year. Math is 85% or above to be considered at grade level on benchmark assessments. AIMS web early numeracy oral counting (OCM) is a 30 at the beginning of the year, a 57 at the middle of the year, and a 70 at the end of the year. Number identification (NIM) is a 22 at the beginning of the year, 45 at the end of the year, and a 55 at the end of the year. Quantity discrimination (QDM) is a 7 at the beginning of the year, 16 in the middle of the year, and 25 at the end of the year. Missing number (MNM) is a score of 2 for the beginning of the year, 9 for the middle of the year, and 13 for the end of the year. Writing is to score a 1.5 or better on the on demand writing rubric at the beginning of the year, and a 16.5 or better at the end of the year. Science and Social Studies grade level common assessment is a 75% or better at the end of the year.

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

The identification process for Kindergarten through 2nd grade is to look at the students progression with common benchmark assessments such as MLPP, TC, AIMS reading fluency, common on demand writing, AIMS numeracy and computational fluency, benchmark math assessments, and grade level Science and Social Studies common assessments. The cut scores range in difficulty from Kindergarten through 2nd grade. Teacher anecdotal notes and classroom observations are also taken into consideration, especially in Kindergarten. Kindergarten screening is offered to all incoming Kindergartners. Developmental Kindergarten (DK) is also offered if a student has social or academic gaps.

## **Component 2: Services to Eligible Students**

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

Title I, Part A consists of three Title I interventionists who see students in small groups or individually. Supplemental assistance is given by providing an additional layer of explicit instruction on top of the core instruction that the eligible Title student receives in their classroom. Priority is given to the students who are considered most at risk by reverse ranking order according to their grade level and subject. Literacy skills such as letter id, sound, rhyme, segmentation, blending, chunking, and patterning are explicitly taught. Reading comprehension, and oral and written retelling are also areas that are worked on. Guided writing is also explicitly taught. When working in areas of non-fiction, Science and Social Studies vocabulary and concepts are practiced. Students are selected for the Title I part A program if they fail to meet the grade level proficiency criteria in common Math, Writing, Reading, Science, or Social Studies benchmark assessments. Services are provided to the most at risk kids.

#### CORE/Data Meetings -

Each month regular classroom teachers meet with interventionists, and other ancillary staff to discuss students for whom the teachers have concerns. Individual students' strengths and challenges are discussed and support services are recommended.

Interventionist meet with grade level teachers on a monthly basis to discuss benchmark assessments, student progress, and review appropriate groupings for student needs.

#### Quarterly Data and Student Support Team (SST) -

Quarterly regular classroom teachers meet with interventionists, the principal, school psychologist and other ancillary staff to discuss all students. Additional support plans are made to address students who have additional social or academic needs. Individual students' strengths and challenges are discussed and support services are recommended. Based on these meetings the following programming services may be recommended to provide academic support for the identified eligible Title I students:

#### Intervention block provided by classroom teachers, interventionists, and support staff -

This program provides time for Title I services through tier II support. This service is a push in or pull out support for all identified Title students, in all grade levels. It takes place five days a week for 20 minutes with a highly qualified interventionist and/or the regular classroom teacher depending on the number of students and their needs. Instructional methods during this time will include LLI, Read Naturally, Think Central and technology service apps. Science and social studies concepts are also incorporated through non-fiction instruction and content vocabulary during this time. Only Title students are provided with small group intervention either by a interventionist or classroom teacher. Non- title students who are at grade level use this time for additional content practice through independent, peer to peer partnerships or book clubs.

#### Tier III support -

Additional tier III support is provided for students who are still experiencing difficulty. These pull out services use the LLI (Leveled Literacy Instruction) with our interventionist and resource room teachers. The timing of the LLI intervention is based on each individual student's need. Some students are successful working in small groups for 15 -20 minutes while others may require 20 minutes one on one. LLI is delivered individually or in small-groups, and is supplementary instruction for the lowest achieving students at each grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. A math

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interventionist works with students in a small group setting for 30 minute sessions, five days a week. Xtra math, Math Expressions Tier II and III materials, and I-ready are used to support learning.

Extended Technology Services provided by Interventionist and teaching staff -

At Carpenter Elementary, we found that traditional instructional methods were enhanced by technology. Students are given additional time to engage with different reading and math apps to practice their skills. The school prescribes these interventions for Title I participants as an exciting way to practice literacy, math, science, and social studies concepts. Interventionists and students have access to apps on the I-pads, laptops, and computer lab during their tier II and III services.

After school homework club provided by staff-

Title I students who are still struggling academically are invited to participate in the after school homework club. This is an hour of focused instruction in the identified core content areas taught by highly qualified staff held twice a week. Title I students who are identified by reverse order, by grade, and by subject are invited to attend.

The research based methods and strategies that we base our instruction on are:

-Small group targeted instruction to provide additional time to students who have not yet mastered a skill. This practice is seen in our Intervention block and pull out programming.

-Involve parents in the decision making process through parent meetings, PTO meetings, conferences, and information that is sent home.

- Communication - teachers send home weekly newsletters or emails documenting current and future grade level learning targets. Newsletters are also sent home monthly from the office detailing upcoming school events and tips to increase parent involvement. These newsletters also list information for parents on how to help their students at home.

Calkins, L. (2003). Units of study for primary writing: A yearlong curriculum. Portsmouth, NH, Heinemann.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN; National Educational Service.

Fuson, K. (2013). Math Expressions. Orlando FL: Houghton Mifflin Harcourt Publishing Company.

Marzano, R. & Pickering, D. & Pollock, E. (2001). Classroom Instruction that works Alexandria, VA; Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (1998). Understanding by Design. Alexandria, VA; Association for Supervision and Curriculum Development.

### **Component 3: Incorporated Into Existing School Program Planning**

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

All students receive at least 90 minutes of core literacy instruction every day. Additional opportunities exist for every child in the class beyond the core instruction. During reading and writing workshop students are able to practice literacy at their independent level. Students who are the most at risk may meet with an interventionist teacher for their instruction for an additional 30 minutes, five days a week. In math every student receives at least 50 minutes of core instruction daily. Students are also provided additional time for remediation during intervention block. Students who are most at risk may meet with the math interventionist teacher for additional instruction for 30 minutes, five days a week. During these times, teachers use benchmark assessments to group students into specific skills they need to work on. Science and Social Studies are integrated into the core instruction in the 90 minute literacy block and taught 20 to 30 minutes 2 days a week in addition to the time spent during reading.

All of this planning is part of the school improvement plan to increase student achievement. The 90 minute literacy block along with the 50 minute math block and the 30 minute Science and Social Studies blocks are provided so that all students are exposed to the core content material based on grade level standards. The additional intervention blocks are there to provide an additional layer of support for at risk student to get the one on one or small group instruction that they need. This time is also a great opportunity for students who are above grade level to work on individual assignments to strengthen their learning as well. Within our school improvement planning process, we are consistently working to close the achievement gap. Title I students and gifted students are always part of our school improvement meetings. It is Carpenter's desire to have all of our student, especially Title I identified students, to achieve to the best of their ability.

## **Component 4: Instructional Strategies**

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

Instructional strategies that help eligible students reach the State's standards are:

Timely additional assistance through tier II in intervention and tier III pull out services.

In-class accommodations provided by regular classroom teachers with the help of interventionists by offering:

Assistance is provided to Title I students in the regular classroom setting by: (a) utilizing a workshop based model to make curriculum more interesting for students, (b) using teacher collaboration to ensure the needs of all children are being addressed, and (c) using of a variety of experience-based classroom activities. Cooperative planning between all team members allows for activities designed to address the needs of a wide range of students. Activities that incorporate a variety of learning styles allow students to perform successfully. The in-service required for the implementation of this program includes training in cooperative learning, strategic instruction, literature-based learning, hands-on activities, consensus decision-making, outcome-based curriculum, classroom assessments, and classroom observation of model teaching. While all teachers use these techniques in their classroom, meeting with the interventionist provides an additional layer of support because interventionist can offer ideas and strategies to help aid at-risk learners within the classroom. Teachers can also consult with district literacy, math, and science coaches for additional resources.

Another opportunity is the extended learning time with the after school homework club.

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

The research based methods and strategies that we base our instruction on are:

Calkins, L. (2003). Units of study for primary writing: A yearlong curriculum. Portsmouth, NH, Heinemann.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN; National Educational Service.

Fuson, K. (2013). Math Expressions. Orlando FL: Houghton Mifflin Harcourt Publishing Company.

Marzano, R. & Pickering, D. & Pollock, E. (2001). Classroom Instruction that works Alexandria, VA; Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (1998). Understanding by Design. Alexandria, VA; Association for Supervision and Curriculum Development.

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

The extended learning program is made possible because we have three Title I funded intervention teachers who meet with students daily. Students are identified for the Title I program if they fall below the grade level proficiency criteria on classroom assessments. The most at risk students are placed at the top of the list in each grade and subject and then services are offered to students who need the most support. Title students are progress monitored to make sure skills are being taught to their level of performance and growth needs. Interventionist provide tier II and III support with push in and pull out services.

Interventionists also collaborate with general education teachers about identified students to make sure that accommodations for those students are happening in the classroom. Classroom teachers also hold parent meetings to ensure that parents are equipped with skills and strategies to help their child at home. Instructional resources and programs are all focused on the four core areas of instruction. The programs that we use in tier II and III are LLI (Leveled Literacy Instruction), Math Expressions, Read Naturally, and Raz Kids. These program offer additional practice with skills learned in the core curriculum. All instructional materials are based on the Michigan State Standards. All of these components together help to create and ensure that students are receiving a quality curriculum.

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

All Title students receive core instruction by their classroom teacher inside their classroom. Most of the Title I instruction happens during our Intervention time, where the interventionist pushes into the classroom or pulls students for small groups. In this 20 minute block, students are divided up into groups based on their academic need. Students who are identified for Title I are placed with interventionists to receive an additional layer of instruction outside their 90 minute core literacy block. Identified Title students who also need more support are pulled at an additional time that is coordinated with the classroom teacher to ensure that the student is not missing core instruction in any area. General Education teachers build an additional 20-30 minutes into their day to provide time for remediation in the classroom, or to provide choice time for students. It is during this time that Title students receive services either individually in the classroom or with an interventionist in small groups.

## **Component 5: Title I and Regular Education Coordination**

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

Interventionists meet monthly with general education teachers. These meetings allow general education teachers to bring up areas of concerns with students who are identified to be at risk by not meeting grade level benchmarks. Interventionists offer ideas for support. It is at these meetings where regular teachers and interventionist staff decide to make additional parent contact as their child has been identified to need additional Title support. At monthly grade level meetings as well as quarterly data and SST meetings on students, intervention and ancillary staff provide general education teachers progress monitoring feedback so that the lines of communication between the classroom teacher and intervention teacher are open and consistent. Title interventionists also keep weekly progress monitoring sheets and running records in literacy to share with teachers monthly. We also hold quarterly meetings with interventionists and general education teachers to monitor Title programming efforts and interventions and check to make sure all Title students have their needs met.

The role of Title I staff in the school is to provide support to students we have identified to be the most at risk through benchmark assessments or is non-proficient in achievement on grade level standards. Title interventionists also serve as a line of communication with parents of identified at risk students and the school. Additional meetings are held for parents of identified students and these meetings are coordinated and conducted by interventionists, teachers, and principal.

Decisions are made about students entering and exiting the Title I program by showing a deficiency in any core subject area based on benchmark assessments. Students are ranked in reverse order and serviced according to greatest need in each grade level and in each subject area. Students exit the Title I program by meeting the grade level standard cut score on the benchmark assessment for their given grade level and subject.

An LEP teacher services students who are identified at Carpenter. Student contact time with an LEP teacher is based on needs as determined by the WIDA assessment.

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

The Kindergarten transition plan begins in the spring when Kindergarten teachers meet with preschool teachers in the area. In the spring, Kindergarten teachers also offer Kindergarten information night and registration. This is an event geared toward incoming Kindergarten parents. An evening session is offered. During this meeting, Kindergarten teachers and the principal go over what a typical day looks like in Kindergarten. A slide show is presented along with informational posters to provide parents information that they may need about Kindergarten. Parents are given an opportunity to meet with the kindergarten staff members and ask questions if needed.

The next event in our transition method is our Kindergarten screening day. This day is all about the incoming Kindergartners. Stations are set up in the classroom for students to learn about Literacy, Math, Science, and Social Studies. Parents are provided with materials so that they can continue to support learning at home. Students are able to visit the classrooms, see the cafeteria, gym, library, playground, and take a short tour of the school. Parents are also given another opportunity to hand in paper work and ask questions. This screening day also provides teachers the opportunity to observe students and develop balanced classrooms.

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The last adventure in our transition is our staggered start. In the staggered start, the first two days of school all of the Kindergarten students attend two hours with their parent. On the next day only half of the Kindergarten class attends. Having the smaller class size on the first day allows students to feel comfortable being in a school environment. The following day the other half of the Kindergarten class attends. The first day of the following week is when everyone comes together to meet all of their classmates for the first time.

All of these transition activities are beneficial to give our youngest learners the best start to their educational journey.

**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	No paraprofessionals are used in our Title I support programs. All Learning Support Staff meet the NCLB requirements for highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Per Lake Orion Community Schools hiring policy all teacher meet NCLB requirements.	

## **Component 7: High Quality and Ongoing Professional Development/Learning**

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

Enhancing Math instruction - teachers will participate in ongoing professional development in regard to mathematical practices, operations, computational fluency, word problems and multiple approaches, depth of knowledge, and informal formative assessment. These practices are valid for the general education students, but also provide teachers with additional resources to assist their struggling at risk students. Science and Social Studies incorporation - A group of teachers are members of the Science and Social Studies school improvement team. Carpenter Elementary also has a school representative on the district curriculum Science committee. The purpose of this professional development section is to analyze school and district practices in Science and Social Studies curriculum incorporation.

Poverty Instruction - 35% of our school population qualify for free and reduced lunch. If we are to meet the needs of this group of students, we must understand the effects of poverty on student learning. Dr. Donna Beegle's approach to understanding poverty gives teachers a spring board for recognizing poverty and how to help families from poverty be successful in their schooling.

Learning Objectives of Dr. Beegle's work:

- Discuss the impact and meaning of education for students from generational poverty
- Understand how poverty in the U.S. is internalized as a personal deficiency
- Understand how to develop a welcoming climate and meaningful curriculum for students from poverty backgrounds
- Explain the difference between immigrant poverty and poverty in the U.S.
- Discuss the confounding of race and class issues in developing strategies for educating students from poverty
- Explain the barriers perceived by people in poverty when dealing with educators
- Understand how to implement changes in communication, teaching and learning styles to enhance education success for students from poverty
- Discuss ways to motivate and provide meaningful incentives to students from poverty backgrounds
- Understand how to connect in meaningful ways to redefine the meaning and value of education
- Explain how to frame education goals from the perspective of students and families from poverty

Staff have also been trained by Mary Gladstone-Highland in poverty awareness, and difference mindsets/situations in varying socioeconomic brackets.

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School Improvement data analysis and reporting - Analyzing data on a monthly basis is essential to identifying and providing the appropriate programming for students. In order for teachers to be able to analyze data in the most efficient way, they must be trained to do so and be provided time to locate and analyze data. This process is essential for the regular education classroom, but even more important to Title services.

Illuminate programming -Illuminate is a web based data warehouse. Illuminate's technology solutions are designed to maximize efficiency, feature user-friendly interfaces, and support practical and progressive needs at the county, district, site, classroom, parent, and student levels. Through the use of the Illuminate data warehouse, teachers are able to input data, pull data reports, cross reference and analyze data to meet the needs of all of their students.

Technology instruction - The role of instructional technology in education continues to expand as teachers seek to take advantage of available technology in the classroom to enhance learning opportunities. Likewise, the virtual learning environment especially benefits from various forms of instructional technology. Instructional technology involves using an assortment of teaching tools to enhance student learning. Technology instruction for both teachers and students allows for familiarization with learning tools and provides avenues for advancement and remediation.

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

Parents will be provided professional development after school and at night, where they will learn about strategies and activities that they can incorporate at home or in sessions to support their children. Parents will also be sent literature on the different strategies, activities and programs offered in school. The first communication will be the guides to the curriculum standards that is discussed at our curriculum evening in September. Grade level specific literature and websites will also be shared with parents and discussed at parent conferences throughout the school year. The PTC and parent school improvement representative will also be consulted when planning professional development.

Interventionists are provided monthly professional development in all content areas.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Carpenter PD Breakdown 18-19

## **Component 8: Strategies to Increase Parental Involvement**

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

At Carpenter Elementary, we have a parent advisory committee called our PTC. At the beginning of each year Title I parents are given information at the annual Title meeting in September. Parents are encouraged to join the PTC. Meetings are held every other month with parents to go over the compact, review the Title program, and ask for suggestions for improvement. Each time a student qualifies for Title services, information is sent home about the Title program and how parents can be involved. Carpenter Elementary also participates in perception data surveys. These surveys are conducted in the spring. Data is analyzed from the surveys.

In an effort to communicate policy involvement, Carpenter Elementary will convene an annual, Title I meeting to which all Title I parents will be invited in September. This meeting is to inform parents of Carpenter Elementary's Title I plan and parental rights. We will also share the Carpenter Elementary's Title I policy and compact and ask for parent feedback. Carpenter Elementary will involve parents through annual meetings in the planning, review, and improvement of programs under Title I. Carpenter Elementary will provide participating parents timely information regarding meetings, explanation of the curriculum, assessment, proficiency levels and progress. Carpenter Elementary will also respond to any suggestions.

In an effort to create a true partnership between home and school, a school-parent compact has been developed by staff and parents and includes the roles of the teacher, the parents and the student in that child's education. The compact outlines how the school and parents will share the responsibility for improved students' academic achievement. This compact is used annually at elementary-level parent teacher conferences. Title I parents will be provided with progress reports and will be offered opportunities to volunteer and participate in their child's schooling.

The policy was created with parents and explains how the requirements of the law are fulfilled through the activities in the building.

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

Parents are involved in the implementation of the Targeted Assistance program in a variety of ways. Parents are encouraged to participate in the annual parent meeting that is held in September. Parents are also encouraged to join the PTC. Parents are also given literature about how to help their child at home. Homework is sent home with Title students that provides a parent component to explain ways to encourage skills outside of school. Parents are encouraged to complete the homework with their child, sign the homework, and ensure that students turn their homework in. Each time we offer a Title funded program, we hold a parent meeting to explain the program to parents, to get feedback, and to answer questions parents have. We also have a school compact that is reviewed with parents at conferences by the general education teacher. Time is scheduled twice a year for parents to conference with interventionists and teachers. A PTC committee is also in place where we discuss the Title compact and programming every other month. Parents are also provided surveys at the end of a Title funded program period to gain feedback on the program. Perception data surveys are also offered in the spring.

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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are invited to annual meetings to discuss Title programming and learn about what Title offers. The PTC meetings are very other month to review the parent compact and policy and suggest changes as needed. Parents are given surveys to complete after programming has taken place to provide feedback on the program. Information about student progress is sent home twice a year during report card time. Student data is analyzed and shared out at PTC meetings and posted to the website to inform all stake holders on how we are closing the achievement gap.	

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

In September Carpenter holds a meeting to provide assistance to parents of children served by Title staff to help them understand academic content standards and student academic achievement standards. During this meeting staff provides parents information on State and local academic assessments, and how we monitor a child's progress and work with their classroom teacher to improve the achievement of their children.

During this meeting, staff provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Sample homework, educational websites, and app ideas are also provided.

During professional development days and staff meetings, information is provided to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our building currently uses weekly newsletters, texting features, email, and websites to inform parents.

Parent information nights are held throughout the year to provide information for parents of K through grade 5 students tips on how to successfully help their child at home.

Staff at Carpenter Elementary shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and a language the parents can understand.

Staff also reach out to parents through email, newsletters, and parent invites to encourage parents to contact our staff if they need additional support in helping their child be successful.

#### - Section 1118 (e) (1)

In an effort to help parents understand the State's content standards (also known as grade level content expectations), the school provides access to the State Standards and Grade Level Content Expectations. Parents may access the Lake Orion Community Schools website, <http://www.lakeorion.k12.mi.us/Content2/100> to view standards by grade level. The teachers write their weekly newsletters and emails specifically to share with parents what their child is learning that week and the content is aligned with the State's grade level content

## School Improvement Plan

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expectations and standards, provided in those pamphlets. Further, the weekly classroom newsletters and emails are sent electronically and a paper copy is sent home with those children whose families indicate they prefer / require that format. Progress reports and report cards are sent home bi-annually. Parent/teacher conferences are held twice a year to help families monitor their child's progress.

### - Section 1118 (e) (2)

In an effort to provide materials and training to help parents work with their children, literacy, math, science/social studies nights are offered at Carpenter for parents to come in and learn how to work with their children in those areas. Teachers share activities parents can do with the children at home to support their learning. They do this during conferences and various informal meetings throughout the year.

### - Section 1118 (e) (3)

In an effort to train staff to build effective parent involvement, professional development time will be allocated to activities that build their capacity for improving parent involvement such as understanding forms of parent participation, obstacles for parent participation, and working to get positive parent participation. Specific research used includes:

Myers, M. S. & Myers, C. B. (2013). The dynamics of parental involvement in U.S. schools from 1996 to 2007. *Journal of School Public Relations* 34(1), 74.

### - Section 1118 (e) (4)

In an effort to collaborate with other programs such as Head Start, Great Start Readiness Program, or some other State-run preschool program, the kindergarten staffs at Carpenter work in conjunction with the staff of the preschool programs to ensure as smooth a transition as possible for those children moving into the regular K-12 system.

### - Section 1118 (e) (5) and Section 1118 (f)

In an effort to communicate with all of our families, we will coordinate with Oakland Schools to do our best to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Staff may also ask for assistance with translation through our, English Language Learners instructor. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the Oakland Schools.

### - Section 1118 (e) (14)

In an effort to provide parents with reasonable support, Carpenter Elementary will hold annual meetings, maintain open lines of communication through phone, email, and face to face meetings to provide additional supports as it is requested.

## 5. Describe how the parent involvement activities are evaluated.

Parent involvement activities are evaluated through parent surveys. After each Title I sponsored activity, parents are given a survey to provide feedback on the program. The data is analyzed after the programming and presented to stake holders through PTC meetings. Carpenter Elementary collects feedback from parents at the culmination of every Title I sponsored program, during parent teacher conferences with the data perception surveys, after Title programming meetings, and through our PTC meetings. Feedback is collected and tabulated online.

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

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The parent school compact is developed by using guidelines from the Title rubric. All stake holders (administrators, parents, teachers, interventionists, community members, and ancillary staff) are involved in the process. A skeleton of the compact was created. Staff members gave input on what should be included in the compact and who should be responsible for what activities. The principal, staff, and parents meet during a school improvement and PTC meeting to review the compact through discussion. Feedback sheets are given out and each stake holder has an opportunity to provide feedback on the compact. The compact is updated after the meeting to reflect changes if needed and then again shared with all stake holders. The compact is a document that is collaboratively created through the partnership of all stake holders working together to close the achievement gap and ensure academic achievement.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Please see the attachment.	Carpenter Parent Compact 2018-19

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

The school provides parents with two report cards per year and biannually face to face conferences. Opportunities are provided at conference times for parents to get any additional information regarding programs, instruction, and assessment. Carpenter Elementary has an ESL staff member that is available to attend conferences or translate if requested. Oakland Schools is available to provide additional translation services as needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Please see the attachment.	Carpenter Parent Involvement Plan

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

The parent compact is discussed by the general education classroom teacher with Title I parents during conferences in the fall.

## **Component 9: Coordination of Title I and Other Resources**

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

All students receive the services that they are eligible for and that we provide.

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

All grade levels are addressed in the appropriate intervention or program according to data.

## **Component 10: Ongoing Review of Student Progress**

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

Progress of participating students is reviewed through continuous progress monitoring throughout an intervention, teacher observation, classroom assessments, and common assessment data. For some students, progress is discussed with grade level teams at SIP/collaboration meetings and/or at SST meetings with staff members as well.

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

Data is reviewed frequently to ensure all students are getting what they need to meet the standards.

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

All teachers have been trained in administering TC Assessments, AIMSweb assessments, MLPP assessments and in administering math common assessments. Teachers also receive professional development on assessing students during reader's and writer's workshop and on using formative assessments throughout instruction. This knowledge, combined with teacher observation, allows teachers to review student progress and identify those needing additional assistance.

## **Evaluation**

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

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

Grade level teams and interventionists meet frequently to review data and adjust as needed.

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

At least three pieces of data are used to determine student growth in each area.

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

Individual student growth is monitored and student needs are addressed. We adjust programs as needed based on data.

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

Data team meetings are used to ensure all students are making adequate gains toward the standards. Grade levels meet monthly to adjust plans and monitor growth.

# **Carpenter School Improvement Plan 2018-2019**

## Overview

### Plan Name

Carpenter School Improvement Plan 2018-2019

### Plan Description

# Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Carpenter Elementary will show growth in content area literacy.	Objectives: 3 Strategies: 5 Activities: 14	Organizational	\$101849

## Goal 1: All students at Carpenter Elementary will show growth in content area literacy.

### Measurable Objective 1:

increase student growth in writing standards through the content area by 06/28/2019 as measured by district writing assessments.

### Strategy 1:

Writing in Science - This activity will work by helping teachers find consistency in scoring as well as helping students identify evidence to support non fiction writing.

Category: Science

Research Cited: Writing Across the Curriculum (WAC) research in the areas of ELA, Social Studies, and Science as developed by MDE, MSTA, and the Office of School Improvement

Tier: Tier 1

Activity - Scoring Consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the same rubrics to score on demand. Teachers will have PD on scoring consistency from the district ELA coach.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/28/2019	\$5311	Title II Part A	All classroom teachers, District ELA coach

Activity - Identifying evidence - nonfiction writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on how to identify evidence to support nonfiction writing	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

### Strategy 2:

Writing in Social Studies - This strategy will work by ensuring scoring consistency as well as helping students identify evidence in supporting claims in argumentative writing.

Category: Social Studies

Research Cited: Writing Across the Curriculum (WAC) research in the areas of ELA, Social Studies, and Science as developed by MDE, MSTA, and the Office of School Improvement

Tier: Tier 1

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Activity - Scoring Consistency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the same rubrics to score an on demand writing assessment.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

Activity - Evidence in argumentative writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on how to identify evidence in support of claims in argumentative writing.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

### Measurable Objective 2:

increase student growth in Second, Third, Fourth, and Fifth grade students in math problem solving by 06/28/2019 as measured by Math Expressions unit tests with 1-2 open ended problem solving questions and state standardized assessments.

### Strategy 1:

Real Life Problem Solving - Teachers will help students improve real life problem solving through open response problem solving, Math Expressions materials, fluency labs, LSS math support, and differentiated instruction.

Category: Mathematics

Tier: Tier 1

Activity - Open Response Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate open response problem solving into daily teaching.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

Activity - Extended Response Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Math Expressions' unit assessment extended response question(s) to progress monitor short/open answer types of questions.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

Activity - Fluency Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use fluency checks to help students fluently recall basic facts while problem solving.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers

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Activity - LSS Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LSS math support specialist will provide direct math support to at-risk students based on common assessment and MCOMP data.	Academic Support Program	Tier 2	Implement	09/01/2017	06/28/2019	\$32715	Title I Part A	LSS Math Specialist
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-5 teachers on best math practices with a focus on differentiated instruction.	Professional Learning	Tier 1	Implement	09/01/2017	06/28/2019	\$4452	Title II Part A	District Math Coach

### Measurable Objective 3:

increase student growth in comprehension and/or fluency in ELA by 06/28/2019 as measured by state standardized assessments and district reading assessments.

### Strategy 1:

Readers Workshop - This strategy will work by maintaining a common focus across all classrooms and grade levels.

Category: English/Language Arts

Research Cited: Calkins, Lucy, Kathleen Tolan, and Mary Ehrenworth. Units of Study for Teaching Reading, Grades 3-5: A Curriculum for the Reading Workshop.

Portsmouth, NH: Heinemann, 2010. Print.

Tier: Tier 1

Activity - Summarizing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach summarizing skills and strategies as determined by grade levels.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers
Activity - CCSS Flip Chart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common vocabulary from CCSS flip chart, such as character, setting, problem, solution/resolution, story mountain, and story plotting.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	No Funding Required	All classroom teachers
Activity - Non-fiction reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in grades 1-5 in the areas of science and social studies through non-fiction reading.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	General Fund	All grade 1-5 teachers.

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### Strategy 2:

Additional Support - This strategy will work by providing extra support for students who are struggling.

Category: English/Language Arts

Research Cited: <http://www.rti4success.org>

Tier: Tier 2

Activity - LSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students will receive direct instruction using Leveled Literacy Intervention, Read Live and/or Quick Reads.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/28/2019	\$59371	Title I Part A	ELA Interventionist
Activity - Kindergarten LSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk kindergarten students will receive additional direct instruction in phonemic awareness and phonics/early literacy skills.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/28/2019	\$0	Special Education	Kindergarten Interventionist

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scoring Consistency	Teachers will use the same rubrics to score an on demand. Teachers will have PD on scoring consistency from the district ELA coach.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/28/2019	\$5311	All classroom teachers, District ELA coach
Differentiated Instruction	Train K-5 teachers on best math practices with a focus on differentiated instruction.	Professional Learning	Tier 1	Implement	09/01/2017	06/28/2019	\$4452	District Math Coach

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten LSS	At risk kindergarten students will receive additional direct instruction in phonemic awareness and phonics/early literacy skills.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/28/2019	\$0	Kindergarten Interventionist

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LSS	At risk students will receive direct instruction using Leveled Literacy Intervention, Read Live and/or Quick Reads.	Academic Support Program	Tier 2	Monitor	09/01/2017	06/28/2019	\$59371	ELA Interventionist
LSS Math Support	The LSS math support specialist will provide direct math support to at-risk students based on common assessment and MCOMP data.	Academic Support Program	Tier 2	Implement	09/01/2017	06/28/2019	\$32715	LSS Math Specialist

### General Fund

**School Improvement Plan**

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-fiction reading	Teachers will instruct students in grades 1-5 in the areas of science and social studies through non-fiction reading.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All grade 1-5 teachers.

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summarizing Skills	Teachers will teach summarizing skills and strategies as determined by grade levels.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Identifying evidence - nonfiction writing	Teachers will instruct students on how to identify evidence to support nonfiction writing	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Extended Response Questions	Teachers will use Math Expressions' unit assessment extended response question(s) to progress monitor short/open answer types of questions.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
CCSS Flip Chart	Teachers will use common vocabulary from CCSS flip chart, such as character, setting, problem, solution/resolution, story mountain, and story plotting.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Scoring Consistency	Teachers will use the same rubrics to score an on demand writing assessment.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Open Response Problem Solving	Teachers will incorporate open response problem solving into daily teaching.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Evidence in argumentative writing	Teachers will instruct students on how to identify evidence in support of claims in argumentative writing.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers
Fluency Checks	Teachers will use fluency checks to help students fluently recall basic facts while problem solving.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/28/2019	\$0	All classroom teachers