



School Improvement Plan

Oscar A. Carlson High School

Gibraltar School District

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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?

Oscar A. Carlson High School is part of the Gibraltar School District, serving five local communities--Gibraltar, Rockwood, Brownstown Township, Woodhaven, and Trenton. The Gibraltar School District is a suburban community located in southeastern Michigan on the banks of the Detroit River. The district has four elementary schools, one middle school, one high school, and one alternative high school. There are 57 teaching faculty at Carlson High School, with two guidance counselors, a part-time social worker, and school psychologist. After the 2014-15 school year, the staff had a substantial turnover of staff members due to retirements and relocations, including the building principal and seven teachers.

Approximately 63% of Carlson High School's graduates attend two or four-year colleges, with the remaining graduates in a military branch or working in their chosen career pathway. 39% attend a four-year institution, with approximate 24% entering two-year institutions each year.

In the last three years, the economic downturn has shown an increase in the number of free or reduced lunch students. A major challenge is improving student achievement for economically disadvantaged students.

Carlson High School has 1170 students enrolled with 20.1% free or reduced lunch; 11% special needs population receiving services. The ethnic breakdown of the student body is as follows: White or Caucasian 83.1%; Black or African American 6.4%; Hispanic or Latino 5.3%; Asian American 1.7%; American Indian or Alaska Native .94%; Native Hawaiian/Other Pacific .17%.

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.

The mission of Carlson High School is to foster: pride in our learning; pride in our students; pride in our school and community. We believe that all children can learn, that varied learning opportunities meet these needs, that students have different needs, and that all people need to feel important and appreciated. Our vision statement is "Charting the Course for the Future."

With high expectations for student success, we offer a variety of learning experiences for our students which meet the needs of their chosen career pathways. Our course offerings included Advanced Placement, Career Technical Education, and Individualized Education Plans within the framework of the Michigan Merit Curriculum.

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.

In the last three years, the number of College and Career Ready students, as determined by ACT standards, have gradually increased. We also have made slow, but continuous progress in student literacy, as evidenced by Michigan Merit Examination scores in Reading and Writing.

Notable achievements other than standardized test scores include the adoption of the Positive Behavior Intervention Support program, being awarded an Emerald School designation for Environmental programs, and outstanding awards given to our instrumental music, digital media, and Career and Technical Education programs. The Carlson yearbook, Ebb Tide, has received the Spartan Award from the Michigan Scholastic Press Association for the past five years and is a finalist for the 2014 NSPS Yearbook Pacemaker Award. The Carlson Competitive Cheer team has won the State title the last three years and the Boys Tennis has qualified for the State tournament over the same period of time. The media center has achieved the SL 21 Library Exemplary Status status in the Library of Michigan School Libraries 21st Century benchmarks program. The Carlson Distributive Education Clubs of America (DECA) School-based Chapter, the Marauder Galley, has achieved Gold Certified status and multiple DECA and Business Professionals of America students qualifying for State and National competition.

The areas of improvement being focused upon are student proficiency in mathematics and science, increased student literacy scores, and student attainment of skills identified by the College and Career ReadinessState Standards.

Additional Information

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

Carlson High School is located within an International Wetlands and Wildlife Refuge as designated by the United States government. As part of our commitment to our surrounding community and the environment, the Carlson Building Trades program has begun the process of building an outside classroom within the refuge to help further educate students on the environment. Additionally, Carlson High School serves as host to World Wetlands Day on February 2 of each year, an educational celebration which features many conservation groups from the local community and attracts students from the schools in the surrounding area.

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.

Our Carlson School Improvement Team has representatives chosen by each department and the administration serving as the Steering Committee for data analysis, curriculum/instruction/assessment alignment, and school climate monitoring. A volunteer parent group, the Community Advisory Council meets the third Thursday of each month in the evening to provide input and feedback on the school improvement plan and the day-to-day operation of the school. A consistent cadre of parents attend and have been informed of their advisory roles. Monthly, we have "Picnic with the Principal," an informal luncheon gathering of Student Council members and randomly chosen students from the overall student body.

CSI reports to the faculty, Superintendent, Assistant Superintendent for School Improvement, and the District School Improvement Team, which has regularly scheduled monthly meetings after school to accommodate all stakeholders.

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

Primarily the Carlson School Improvement Team analyzes the data, conducts research on best practices, and recommends goals for the entire school. The entire teaching staff then completes the process of developing strategies and activities for the school that will be utilized for the school year.

Faculty and administration are the main stakeholder groups at the building level, with the Central Office Administration, Board of Education, Parents, Community members, and Students participating in an advisory capacity.

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

The final improvement plan was communicated to the faculty and staff of Carlson High School through a general faculty meeting, followed by department meetings as Professional Learning Communities. A weekly newsletter, The Beam further informs faculty and staff. A quarterly newsletter is posted on the District/School website for public review. The school annual report is given in the fall to the general public, which includes year to year progress, as well as a presentation to the Board of Education on achievement status. The school improvement goals are posted in each classroom and achievement results are periodically shared with the students.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading scores have been continually strong amongst most the subgroups

English scores have exceeded the benchmarks established for the ACT

Describe the area(s) that show a positive trend in performance.

Reading, social studies, and science have shown positive trends the past three years

Which area(s) indicate the overall highest performance?

Reading and English/writing

Which subgroup(s) show a trend toward increasing performance?

Asian

Between which subgroups is the achievement gap closing?

Hispanic

Which of the above reported findings are consistent with findings from other data sources?

Reading and English scores

Science

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

All areas on the ACT except English are consistently lower than the ACT benchmarks

On the MME, the school is below the state average in all areas except reading

Describe the area(s) that show a negative trend in performance.

MME Science and Math have shown negative trends

Which area(s) indicate the overall lowest performance?

MME Science

Mathematics

Which subgroup(s) show a trend toward decreasing performance?

African-Americans

Between which subgroups is the achievement gap becoming greater?

African-Americans

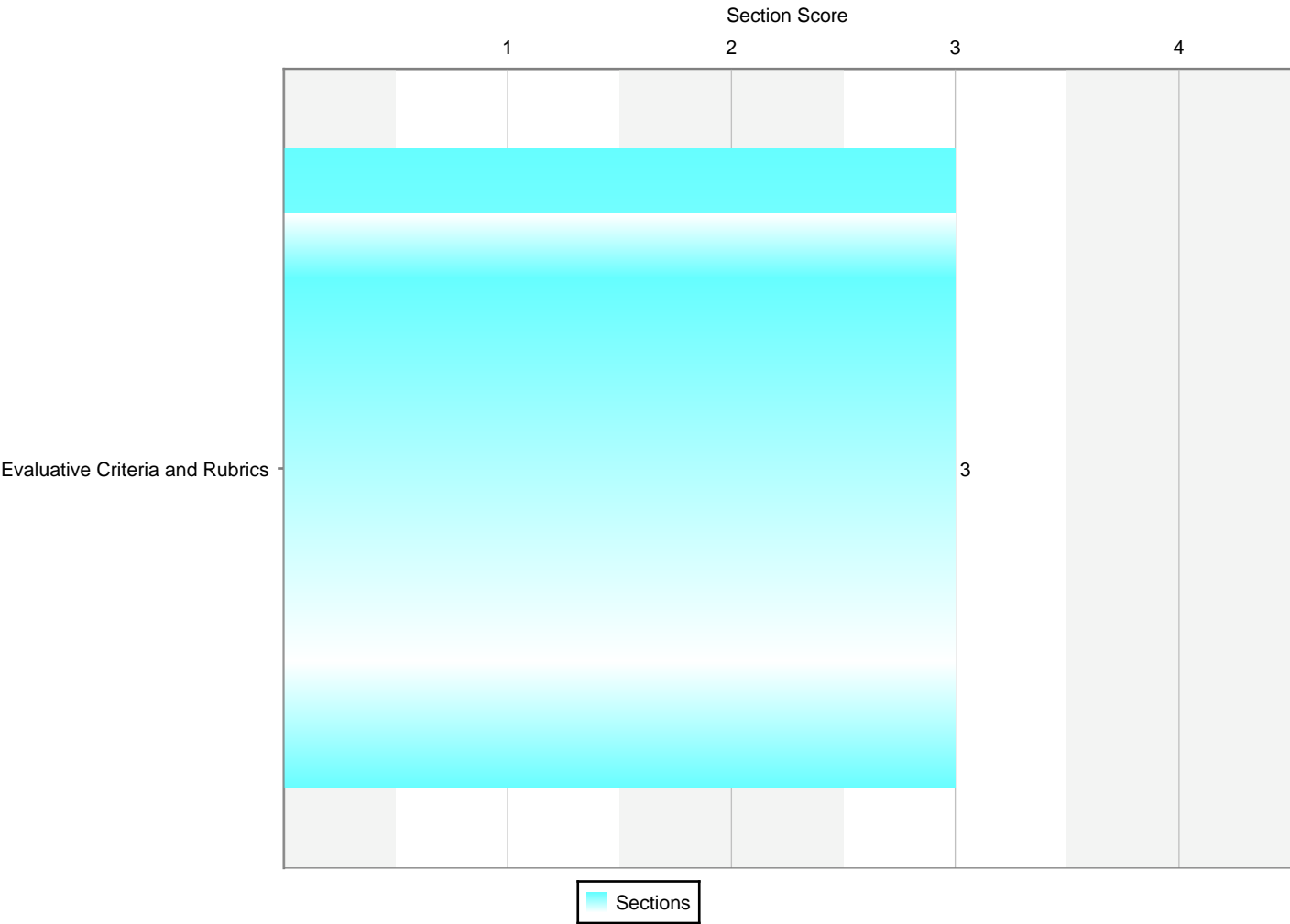
Special Education students

Which of the above reported findings are consistent with findings from other data sources?

Science and mathematic scores, performance gap amongst African-American students

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The areas that showed the highest level of approval are:

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success

Indicator 1.3 The school's leadership implements a continuous improvement process that provides a clear direction for improving conditions that support student learning

Indicator 2.5 Leadership engages stakeholders effectively in the support of the school's purpose and direction

Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staffs

Indicator 4.4 Students and school personnel use a range of media and information resources to support the schools educational program

As for student satisfaction alone, Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The discipline data shows a trend toward student satisfaction in the school and the environment. Suspension numbers and referrals have declined over the past five years while student satisfaction numbers show a positive attitude towards the school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Student survey data is reflective of data gathered from juniors during the ACT and senior exit survey data.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Areas of concern are focused primarily with standard two and standard three. Specifically, the following indicators:

Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [lowest score amongst teachers]

Indicator 2.2 The governing body operates responsibly and functions effectively.

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [lowest score amongst students]

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning [lowest score amongst parents]

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The biggest disconnects appear with the following indicator:

Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

What are the implications for these stakeholder perceptions?

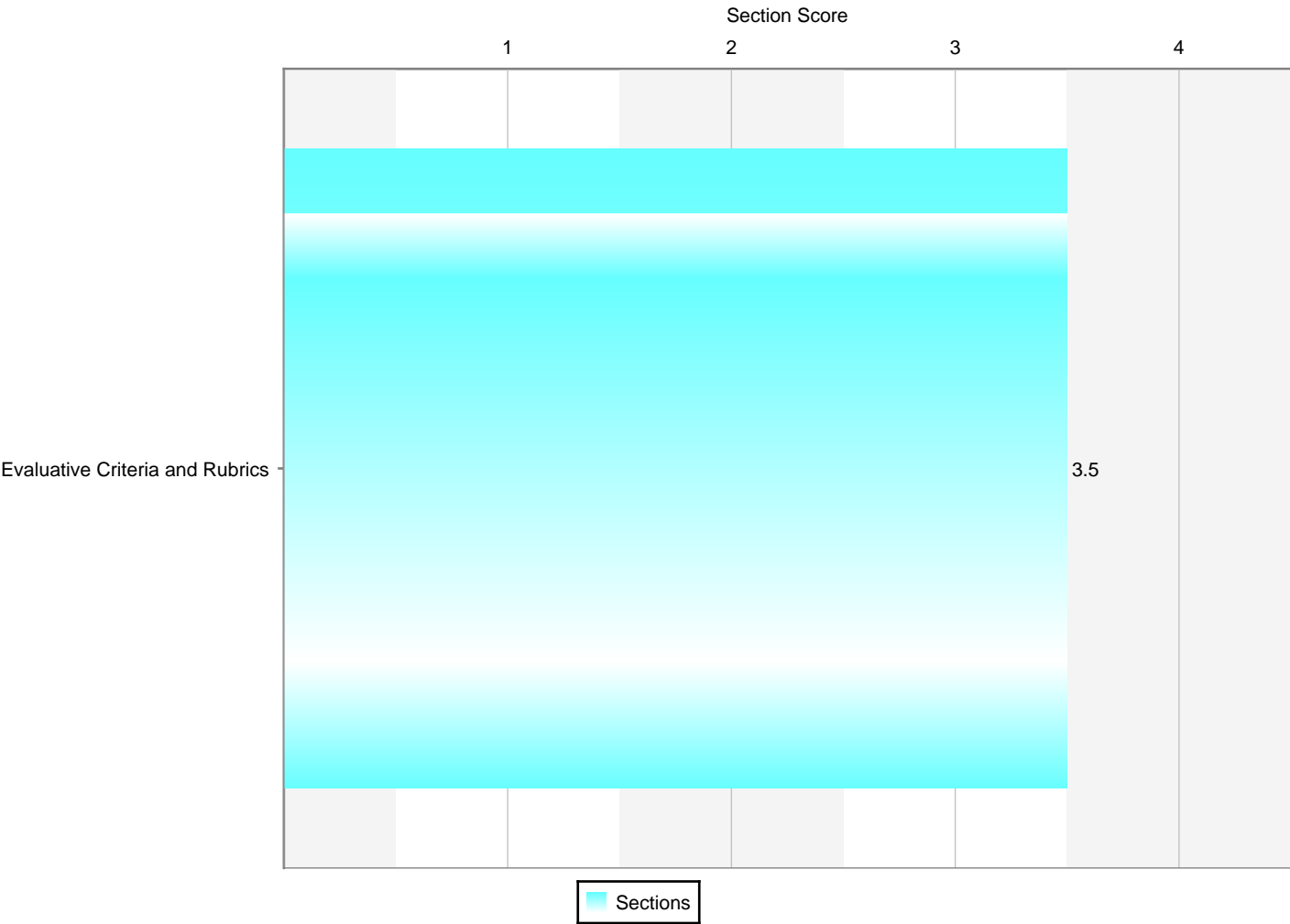
The implications of the stakeholder perceptions are the potential loss of students to other districts under school of choice. Additionally, a lack of student involvement and/or complacency when it come to achievement goals due to potential dissatisfaction. It is important that a focus on communication is established with the stakeholders and that a plan of action is developed.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

While none of the reported findings can be found to be consistent with any formal feedback sources, the results of the surveys are consistent with concerns presented at community input forums.

Report Summary

Scores By Section



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?

Three-year data trends with regard to student enrollment show that the high school must focus on reducing the number of students who drop out of school or transfer to other schools. Data also shows that the overall total number of students in the high school will continue to rise over the next two to three years. The key challenges that must be met are maintaining student enrollments over the course of the four years of high school and addressing the increasing demands of the larger student population.

Student Demographic Data

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

The data shows that the number of students with attendance issues has decreased along with the number of disciplinary actions for attendance related issues. The biggest challenge is reducing the number of missed days by the small group that has demonstrated attendance problems.

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?

The three-year trend data shows a decrease in the number of students with discipline referrals, suspensions, and expulsions. The number of students with discipline referrals is decreasing, but the group of students who are receiving discipline referrals is amassing multiple offenses.

Student Demographic Data

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

In looking at the student drop out rates and transfers to other school, differentiated instruction and intervention techniques have begun to be implemented into the curriculum at the high school. Additionally, the PBIS program has been implemented to address the discipline issues in the school.

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?

The leadership in the school has over 20 years of administrative experience at the high school level. Their experience and understanding of
SY 2015-2016

the high school curriculum and current methods of instruction are beneficial to the student achievement process. The administration serves as role models to the staff in their ability to understand the importance of adapting to an ever-changing world. Their emphasis on the importance of intervention and differentiated instruction for students has helped to shape the teacher's approach to changing their own methodology.

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?

The current staff at the high school has a range of experience from teachers with 30+ years of experience to a number of teachers with less than 5 years experience. This mix of experience works to help student achievement through the continual discourse between staff members as to various approaches to education. The key to this whole process is that the majority of the staff understand that change is vital to ensuring student learning. While some teachers are traditional in their methods, many of the more experienced teachers have begun to adjust to the new approaches to education with the help of the new teachers. This whole dynamic will change in the 2015-16 school year as many teachers have retired or moved on at the end of the previous school year.

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 majority of school leader absences were due to professional learning opportunities. Very few absences were due to illness at the administrative level. This fact points to positive impacts on student achievement due to the school leaders being in the building and only out for the sake of professional development.

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?

The majority of teacher absences were due to professional learning; however, for the 2014-15 there were a higher number of absences amongst the staff than usual. This fact can be attributed to two key factors: the school was in the process of an accreditation visit and the high number of teachers retiring. These factors had a negative impact on student achievement to the extent that the teachers were not present in the classroom; however, in many of these cases, the classes had been developed in a way that learning still continued despite the absence of the teacher. In the long run, the teacher absences due to professional learning will have a positive impact on student achievement as new strategies and methodologies are implemented.

Teacher/School Leader(s) Demographic Data

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

The key challenge of teacher/school leader absence is being addressed through the use of Professional Learning Communities. Fewer teachers are taking time away from the classroom to meet the state-mandated requirements for professional development due to the PLC

time each week. This process will continue through the 2015-16 school year.

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?

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

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 4: Resources and Support Systems

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

12. How might these challenges impact student achievement?

Engaging students in the learning process is essential to student achievement. Students are actively engaged with technology and teachers need to incorporate more technology into their classrooms and the curriculum.

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.

When looking at the development of differentiated learning, the use of technology should be incorporated into the curriculum, particularly programs which adjust to student achievement levels and learning styles.

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?

Credit recovery programs are available to all students through the E2020 program which is an online learning community. Additionally,

courses are being developed to comply with the 21f requirements of the state.

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

Students may dual enroll in local college courses along with taking virtual courses in content not offered by the school. A number of students take college courses or virtual courses during their junior and senior years

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

In general, information regarding Extended Learning Opportunities are identified on the school's website. Students who are credit deficient are contacted on a regular basis with the different options for credit recovery. Advanced students and students who may be interested in dual enrollment or virtual courses are contacted by the counseling department. Parents are updated on these options through letters sent home from the counseling department.

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?

Core content classes have curriculum maps that are aligned to the current state content standards. These curriculum maps are continually going under revision to ensure that they are up-to-date. Currently, the curriculum in both the math and social studies departments are undergoing major revisions to ensure that standards are being met. Common assessments are being developed which ensure that content standards are being met in classes. The majority of this work is being completed in Professional Learning Communities.

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

Not applicable at the current time. Plans to administer the MiPHY on a yearly basis are being developed and will be implemented in the 2015-16 school year.

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 data from recent standardized tests, students have shown to be above state average in Strategy Development, Meaning Literal, and Close Literature Reading.

19b. Reading- Challenges

According to recent MME test data, only 61% of students were considered Proficient in reading.

19c. Reading- Trends

Test scores have shown a decrease in the number of students considered Not Proficient since 2010, while the number of students considered Proficient has gone up.

19d. Reading- Summary

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

The school improvement plan will target reading strategies in the English classes and across the curriculum.

20a. Writing- Strengths

According to the data from recent standardized tests, students have shown to be above state average in Writing Process and at the state average in Purpose and Audience.

20b. Writing- Challenges

According to recent standardized test data, students have shown difficulty with Effective Use of Language, with scores falling just below the state average.

20c. Writing- Trends

Test data shows less than 10% of students were considered either Not Proficient or Advanced. Most of the students were Partially Proficient or Proficient.

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.

Continue to implement Collins Writing across the curriculum.

21a. Math- Strengths

According to the data from recent standardized tests, students have shown to be above state averages in probability models, relationships between figures, and distributions within univariate data.

21b. Math- Challenges

Students have shown difficulties with functions/family of functions, transformations of figures, and figures and their properties. More than 70% of the students have been less than proficient over the last 3 years.

21c. Math- Trends

Math scores have shown a slight upward trend over the past five years. The number of students proficient is still low but the trend has been moving up in recent years.

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.

The math department is targeting improvement in student proficiency as one of its goals on the School Improvement Plan. The specific objectives are focused on interpreting and building functions, modeling mathematics, and looking at more rigorous questions. For each of these objectives, the math department will incorporate a variety of strategies to help student understanding and provide intervention strategies for students who are showing difficulties with these essential skills.

22a. Science- Strengths

One of the strengths of our instruction is with the Inquiry and Reflections where we scored the state average of 12.1.

Another strength is in Evolution and Biodiversity where we also scored a state average of 0.9

Science scores had a 4.2% increase in students that were proficient this year on the MME College and Career Ready Cut Scores.

Our ACT score average was a 20.5 while the state average was a 20.1

22b. Science- Challenges

We were 5.1% below the State Average in the College and Career Ready Cut scores.

We scored low on the Living Systems and Environment section of the MME.

22c. Science- Trends

Our Scores on the MME are trending down however our scores on the ACT have been trending upwards.

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.

Our school improvement plan is focusing on improving science reading and comprehension of science graphs, charts and Data. We will be using previous version of state testing on all exams including pretest and post test exams to measure the improvement of science reading and comprehension of graphs, charts and Data.

23a. Social Studies- Strengths

According to the data from recent standardized tests, students have shown to be above state averages in all social studies areas except civics.

23b. Social Studies- Challenges

Students have shown difficulties with understanding World History and Geography concepts along with Civics and inquiry-based questions. Less than 50% of our students have shown to be proficient in social studies over the past three years.

23c. Social Studies- Trends

Social studies scores have shown a slight downward trend over the past five years. However, changes in the social studies curriculum may have produced an upward movement in social studies scores recently.

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.

To meet the changing needs of our students for both the social studies MME and the incoming SAT, the social studies department is targeting improvement in student proficiency as one of its goals on the School Improvement Plan. The specific objectives are focused on interpreting charts and graphs, reading comprehension, and inquiry using primary sources. For each of these objectives, the social studies department will incorporate a variety of strategies to help student understanding and provide intervention strategies for students who are showing difficulties with these essential skills.

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?

Based on recent student perception surveys, students believe:

- * the principal and teachers have high expectations of students
- * all teachers use tests, projects, presentations, and portfolios to check understanding of what was taught
- * there are a variety of resources available to students to help the succeed
- * there are a variety of activities to participate in for students

24b. Student Perception Data

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

Based on recent student perception surveys, students had the lowest level of satisfaction with:

- * the school prepares students to deal with issues they may face in the future
- * teachers change their teaching styles to meet student learning needs
- * students respect the property of others
- * students help each other
- * the school considers student opinions when planning ways to improve the school

24c. Student Perception Data

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

With regards to the respect concerns posed by the students, the school has implemented the PBIS system to help improve student respect and responsibility issues. A shift in the curriculum has been instituted to focus on preparing student better for college with an emphasis on college readiness skills. Additionally, teachers have begun using Professional Learning Communities to differentiate instruction for students. As for student involvement in the decision-making process, students have been included on the school improvement team and the student council will have more voice in decisions involving changes in the school.

25a. Parent/Guardian Perception Data

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

According to survey data from parents, overall highest level of satisfaction:

- * The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success
- * The school's leadership implements a continuous improvement process that provides a clear direction for improving conditions that support student learning
- * Leadership engages stakeholders effectively in the support of the school's purpose and direction
- * The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staffs
- * Students and school personnel use a range of media and information resources to support the schools educational program

25b. Parent/Guardian Perception Data

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

According to recent parent feedback data, parents are most concerned with:

- * The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- * The governing body operates responsibly and functions effectively.
- * Teachers participate in collaborative learning communities to improve instruction and student learning
- * Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

25c. Parent/Guardian Perception Data

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

Beyond what can be done regarding the governing body for the school, the areas of focus for the coming year surround the communication of information to parents/guardians. Better efforts to effectively relay information through a multitude of methods will be emphasized. One method of communicating information will be through the establishment of an electronic communication database with parent/guardian contact emails for the distribution of electronic newsletters. Teachers have already begun the process of meeting in professional learning communities on a weekly basis and this will continue for the 2015-16 school year.

26a. Teacher/Staff Perception Data

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

According to the most recent staff survey:

Our school's purpose statement is clearly focused on student success.

Our school's leaders expect staff members to hold all students to high academic standards.

Our school's leaders provide opportunities for stakeholders to be involved in the school.

Our school provides qualified staff members to support student learning.

Our school provides opportunities for students to participate in activities that interest them.

Our school maintains facilities that contribute to a safe environment.

26b. Teacher/Staff Perception Data

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

According to our most recent staff survey (Dec 2014):

Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

In our school, all school personnel regularly engage families in their children's learning progress.

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

26c. Teacher/Staff Perception Data

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

While not much can be done regarding the school's governing body, the teachers have engaged in a couple of actions to improve the other low areas. Teachers have been working in PLC's to help shape the way that the curriculum is developed and to generate new teaching strategies, especially for students who are showing difficulties in different areas. Additionally, an electronic database of parent contact information is being developed to allow teachers to email parents when students are doing poorly.

27a. Stakeholder/Community Perception Data

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

Unfortunately, not enough responses were gained from our most recent stakeholder/community survey to accurately predict this information.

27b. Stakeholder/Community Perception Data

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

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and

examination of professional practice.

27c. Stakeholder/Community Perception Data

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

In order to rectify the situation regarding low community input, the school will be making an active effort in the Fall of 2015 to contact local community members to gather this information. School leaders will reach out to local businesses and community groups to gain data on perceptions in the community.

Summary

28a. Summary

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

In looking at the data, the strengths would be:

Safe learning environment for staff and students

School vision is focused on student learning and achievement

Staff commitment to student learning

In looking at the data, the challenges would be:

Better communication with stakeholders by school

Perceptions of school governing body

Differentiate instruction

28b. Summary

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

The biggest impact on student achievement can be seen in the performance of students with regards to the gap between the top 30 and bottom 30. The challenges indicated have a direct relationship to the bottom 30. The establishment of better communication with parents and students in the bottom 30 would be beneficial to gaining parent involvement in the student learning process. Additionally, the establishment of differentiated learning models would benefit students who were showing difficulty in understanding essential skills and content.

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?

These challenges are already being addressed in the school's goal's and plans for the 2015-16 school year. Data teams are being established to help teachers identify students who are having difficulties with essential skills and intervention strategies are being developed. Professional Learning Communities have been established and will focus on addressing the needs of the 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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.gibdist.net/gibdist/our-district/annual-reports/carlson/AER%20Carlson%20HS%20data%20report%202014-2015.pdf/at_download/file	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not all 9th grade students come to the high school with completed EDPs. EDPs are generally done electronically and any student who began one in 8th grade continues the process at the high school. Any students who are missing an EDP for the 8th grade begin one at the high school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	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		

School Improvement Plan

Oscar A. Carlson High School

Label	Assurance	Response	Comment	Attachment
	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	Thomas Harrell, District Compliance Officer, 19370 Vreeland, Woodhaven, MI 48183 734-379-6350	

Label	Assurance	Response	Comment	Attachment
	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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

2015-16 Goals and Plans for School Improvement

Overview

Plan Name

2015-16 Goals and Plans for School Improvement

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 Oscar A. Carlson High School will improve proficiency in mathematics	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$0
2	All students at O.A. Carlson High School will become proficient readers.	Objectives: 3 Strategies: 6 Activities: 6	Academic	\$1275
3	All students at Oscar A. Carlson High School will become proficient writers	Objectives: 3 Strategies: 6 Activities: 6	Academic	\$0
4	All students at Carlson High School will improve proficiency in Science.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$0
5	All students at Carlson High School will improve proficiency in social studies.	Objectives: 3 Strategies: 5 Activities: 6	Academic	\$0

Goal 1: All students at Oscar A. Carlson High School will improve proficiency in mathematics

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in modeling mathematics in Mathematics by 06/10/2016 as measured by common pacing guides mapped to state standards and be assessed in these standards using common assessments and local and national standardized tests..

Strategy 1:

Interpreting visual information - Students will interpret verbal models using mathematics across the curriculum. Teachers will be required to incorporate story problem type formats within the classroom to help promote higher order thinking. Non-core subject area teachers will incorporate verbal interpretation using mathematical modeling and concepts such as charts and graphs.

Research Cited: Wenglinsky, H. (2002). The link between teacher classroom practices and student academic performance. Education Policy Analysis Archives (10,12).

Tier: Tier 1

Activity - modeling math sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math courses will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be identified through formative assessments in all classes.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Brad Clark, Kathy Huber, Rocco Giorgi, Katie LeBrun, Sarah Dee, and Joe Polzin

Measurable Objective 2:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in interpreting and building functions in Mathematics by 06/10/2016 as measured by common pacing guides mapped to state standards and be assessed in these standards using common finals, SAT, and M-Step. Particular attention will be paid to crosswalks from the Common Core State Standards for College and Career Readiness..

Strategy 1:

Transition to the Common Core State Standards - Each class will use the Common Core State Standards to identify the strands needed to improve proficiency in different function categories. Assessments will focus on questioning student's function knowledge.

Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.;

Jacobs, Heidi Hines. Curriculum Mapping. Boston: Beacon Press. 2005.;

School Improvement Plan

Oscar A. Carlson High School

Lujan, Michael. Critical Thinking for Life; Common Core Standards and Strategies, 9-12 Math. Rexford, VA: Mentoring Minds. 2011.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SAT type questions to assess students on common tests and then compare data from these assessments in PLC time. Interventions will be determined based off these observations.	Curriculum Development	Tier 1		09/08/2015	06/10/2016	\$0	No Funding Required	Brad Clark, Rocco Giorgi, and Kathy Huber

Measurable Objective 3:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in higher level thinking to prepare students for questions on the standardized test such as the SAT in Mathematics by 06/10/2016 as measured by Improvement on enrichment activities in class as well as local and state standardized tests.

Strategy 1:

Enrichment activities - Students will be completing the enrichment assessment on a regular basis in Algebra 1, Geometry, and Algebra 2. Students will also be looking at more rigorous questions in an SAT style format to prepare them for the standardized test coming in their junior year. The new Big Ideas textbooks provides us with valuable resources and we will put these to use more in our required classes.

Research Cited: Bafumo, M. (2006) Making Math Relevant. Council on Educational Change.;

Interactive Mathematics Program (IMP) (Key Curriculum Press, Publisher) <http://www.mathimp.org/>;

Webb, N. and Maritza D., "Comparison of IMP Students with Students Enrolled in Traditional Courses on Probability, Statistics, Problem Solving, and Reasoning, "Wisconsin Center for Education Research, University of Wisconsin-Madison, April, 1997; Senk and Thompson

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the resources provided to them through professional development with the Big Ideas company as well as coordinate these assessments in our PLC's with other teachers teaching common classes. The new textbooks also provide performance task which allows students to put the concept in a real world example and explain why/how it works. These performance tasks will also have students thinking at a much higher level and dealing with more rigor.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Brad Clark, Katie LeBrun, Sarah Dee

Goal 2: All students at O.A. Carlson High School will become proficient readers.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to answer comparison and contrasting questions after reading and learning about information instead of simple objective style questions. The students will also answer open-ended questions on tests in Reading by 06/05/2015 as measured by SAT tests scores, MME tests scores and local evaluations within classrooms.

Strategy 1:

Comparison and Contrast - The students will answer comparison and contrasting questions after reading and learning about information instead of simple objective style questions. The students will also answer open-ended questions on tests

Research Cited: Aukerman, M. (2006). Who's afraid of the big "bad answer?" Educational Leadership 64(2), 37-41.;

Badger, E. & Thomas, B. Open-ended Questions in Reading.;

Cross, D. (1998) Development and instructional analyses of children's metacognition reading comprehension. Journal of Education Psychology 80(2), 131-142.;

Shohamy, E (1984). Does the testing make a difference? The case of reading comprehension. Language Testing 1(2), 147-170.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close and Critical Reading RESA Workshop	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/05/2015	\$225	General Fund	Trisha Boucher and Erika Madgwick

Strategy 2:

Data Teams - The English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Oscar A. Carlson High School

English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
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Measurable Objective 2:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to identify key ideas and details in a variety of texts in all disciplines and classwork in Reading by 06/05/2015 as measured by SAT tests scores, MME tests scores and local evaluations within classrooms.

Strategy 1:

Graphic Organizers - The student will construct graphic organizers using key concepts from the reading. This will keep them engaged within the text, while also allowing them to focus on the key elements in the reading. Teachers will develop daily objectives and "I Can" statements for students, as well as providing templates for graphic organizers

Research Cited: Gordon, C. (2002). Methods for Measuring the Influence of Concept Mapping on Student Information Literacy. School Library Meida Research 5.; National Institute of Health [NIH], US Dept of Health & Human Services, Public Health Service, (2000). Report of the National Reading Panel: Teaching Children to Read. NIH Pub. No. 00-4769 Retrieved from <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>.; Strangman, N., Hall, T., & Meyer, A. Graphic organizers and implications for universal design for learning: curriculum enhancement report. National Center or Accessing the General Curriculum. Retrieved from http://www.cast.org/publications/ncac_goudl.html).

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area Reading and Writing Institute	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$250	General Fund	Trisha Boucher and Ron Jacobs

Strategy 2:

Data Team - English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

School Improvement Plan

Oscar A. Carlson High School

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

Measurable Objective 3:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to identify point of view and the audience being addressed in various texts in Reading by 06/05/2015 as measured by SAT tests scores, MME tests scores and local evaluations within classrooms.

Strategy 1:

Supplemental Text - The student will read about topics in a variety of texts (ex. newspaper articles, political cartoons, poems, short stories, etc.) instead of simply reading the primary textbook for the class. This will allow them to learn/read about topics from a variety of different viewpoints. Students will be asked to "take a stand" and be able to articulate various points of view within the text and possible contrasting viewpoints. Students will be asked to "take a stand" and be able to articulate various points of view within the text and possible contrasting viewpoints

Research Cited: Coiro, J. (2003). Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New Literacies. The Reading Teacher 56.;

Reardon, C. & Freville, B. (2009). A Strategy for Making Text-Based Primary Source More Accessible. Teaching with Primary Sources Quarterly.;

Tovani, C. (2004). Do I Really Have to Teach Reading?. Portland, Maine: Stenhouse Publishers.

Tier: Tier 1

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

Oscar A. Carlson High School

Writing with the Experts Remix (Penny Kittle Session)	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$800	General Fund	Gina Ventrella and Erika Madgwick
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Strategy 2:

Data Team(s) - English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Ploza, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

Goal 3: All students at Oscar A. Carlson High School will become proficient writers

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in proper use of grammar in all writing assignments in Writing by 06/05/2015 as measured by SAT test scores, MME test scores, and local evaluations within classrooms.

Strategy 1:

Technical Writing - Students will engage in technical writing throughout the curriculum to improve use of grammar. Technical writing requires spelling and grammar to be the highest quality.

Research Cited: Supports teaching of grammar within writing, not just through skills and drills (Calkins 1980, Hillcocks and Smith 1991)

School Improvement Plan

Oscar A. Carlson High School

Tier: Tier 1

Activity - Weekly Type 3 Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Focused Correction Areas including one proper grammatical construct per week.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Michael Pehote, Christine Salenbien, and Lindsey Begeman

Strategy 2:

Data Team - English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

Measurable Objective 2:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing arguments to support claims in an analysis of topics or texts, using valid reasoning and supportive evidence from internal and external sources in Writing by 06/01/2015 as measured by SAT test scores, MME test scores, and local evaluations within classrooms.

Strategy 1:

John Collins Writing Program - Implementation of school-wide writing program using the John Collins method.

School Improvement Plan

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Research Cited: Collins, John J. Improving Student Performance through Writing and Thinking Across the Curriculum. Newbury, Massachusetts: Collins Education Associates, 2007;

Calkins, Lucy, et al. pathways to the Common Core. N.Y.: Heinemann.com, 2012.

Tier: Tier 1

Activity - Collins Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training by Mark Dressel on the Collins Writing Program. Weekly increase in student writing of Levels 1, 2, and 3. Further detailed writing and research for ELA, Social Studies, Science, and other non-core areas	Professional Learning	Tier 1	Implement	09/03/2013	06/01/2015	\$0	General Fund	Michael Pehote and Christine Salenbien

Strategy 2:

Data Teams - English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

Measurable Objective 3:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding and proper use of structure in written pieces and comprehend the importance of diction in Writing by 06/05/2015 as measured by SAT test scores, MME test scores, and local evaluations within classrooms.

School Improvement Plan

Oscar A. Carlson High School

Strategy 1:

Writing Handbook - Writing guidelines for the entire student body will be established in a handbook. Writing structures will be a focus area in the handbook and guidelines. A common writing structure will be presented across the curriculum

Research Cited: Eisenberg, M. B & Berkowitz, R. E (1998). Big6? and student achievement: Report of an action research study. Big6 Newsletter, 2(2n), 1, 6-7, 15; Pecorari, Diane. Academic Writing and Plagiarism. A Linguistic Analysis. New York; Continuum, 2008.

Tier: Tier 1

Activity - Writing handbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a student/staff writing handbook to include standards for student writing	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	General Fund	Lindsey Begeman, Erika Madgwick, and Jessica Plozai

Strategy 2:

Data Team(s) - English department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

Goal 4: All students at Carlson High School will improve proficiency in Science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Science in Science by 06/10/2016 as measured by classroom pre-test and post-test. .

Strategy 1:

Continuous exposure to charts and graphs - All students will be using graphs and charts from state testing on every unit test including pre-test and post-tests.

Research Cited: Learning By Doing, Dufour, Dufour, Eaker and Many. Solution Tree Press 2010

Tier: Tier 1

Activity - Understanding Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to examine scientific data and analyze the information.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Dawn Winn

Measurable Objective 2:

A 85% increase of All Students will demonstrate a behavior improving science reading comprehension skills in Science by 06/10/2016 as measured by local and state assessments.

Strategy 1:

Summarizing Material - By improving their note taking skills, students should be able to utilize, practice and/or engage in summarizing content specific material

Research Cited: Osborne, Jonathan. "Science Without Literacy: a ship without a sail?" Cambridge Journal of Education 34 (2002): 203-218.

Yarden, Anat, Brill, Gilat and Falk, Hedda. "Primary literature as a basis for a high-school biology curriculum." Journal of Biological Education 35 (2001): 190-195.

Tier: Tier 1

Activity - Scientific Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Educators will engage students in using and analyzing scientific literature.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Dawn Winn

Measurable Objective 3:

85% of All Students will collaborate to To achieve the ability to review, analyze and synthesize current knowledge in Science by 06/10/2016 as measured by local and state assessments.

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Strategy 1:

Current Scientific Information - Educators will engage students in class to review and analyze current scientific material

Research Cited: The Critical Importance of Careers in Collaborative Scientific Research

Sharon G. Levin , Paula E. Stephan [lien](#) Revue d'économie industrielle [lien](#) Year 1997 [lien](#) Volume 79 [lien](#) Issue 79 [lien](#) pp. 45-61

Tier: Tier 1

Activity - Scientific Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will need to work in a collaborative environment to design and produce scientific investigations.	Other	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Dawn Winn

Goal 5: All students at Carlson High School will improve proficiency in social studies.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in identifying key ideas and concepts in primary source documents in Social Studies by 06/10/2016 as measured by student performance on local assessments and state approved standardized assessments.

Strategy 1:

Vocabulary - Students will read primary source documents and identify key vocabulary terms within the documents and identify the meaning of the terms based upon their context within the document.

Research Cited: Baker, S., Simmons, D., & Kame'enui, E. (1998). Vocabulary acquisition: Synthesis of the research. Washington, DC:

U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources

Information Center.

Tier: Tier 1

Activity - Primary Source Document Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies courses will identify key vocabulary terms in each primary source document introduced in class and develop assignments based upon the terms identified. Students will be required to identify the terms on formative assessments.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer

Strategy 2:

Primary Source Analysis - Teachers will engage students in evaluating resources and use evidence to come to a conclusion in an inquiry utilizing primary source

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documents.

Research Cited: Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 30(1), 86112.

Tier: Tier 1

Activity - Analysis worksheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop standardized worksheets to aid students in the analysis of primary source content	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Michael Gervasi, Patrick Rice

(shared) Strategy 3:

Data Teams - Social studies department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). *The Differentiated Classroom: Responding To The Needs Of All Learners*, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Patrick Rice, Cliff Mentzer, Joseph Harris, Michael Gervasi, Gregory Glover, Kelli Sims, Ryan Buttson, Jeffery Symons

Measurable Objective 2:

85% of All Students will demonstrate a proficiency interpretation and application of charts and graphs. in Social Studies by 06/10/2016 as measured by student performance on local common assessments and state approved standardized assessments..

Strategy 1:

Charts and Graphs Integration - Teachers will integrate charts and graphs into each learning unit for all core social studies courses. Teachers will use formative and summative assessments to monitor student understanding and create interventions for students who demonstrate difficulties in understanding charts and graphs.

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Research Cited: Dufour, R. et al. (2006). Learning by doing: A handbook of professional learning communities at work. Bloomington, IN: Solution Tree Press.

Tier: Tier 1

Activity - Lesson development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons involving charts and graphs will be developed for each unit in the core social studies classes at Carlson High School.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	03/11/2016	\$0	No Funding Required	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris

Activity - Assessing Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop questions to be included on formative assessments that focus on the skills associated with interpreting charts and graphs. Each unit exam will include at least one chart or graph along with questions relating to the chart or graph. Questions will be structured in a manner similar to the ACT or SAT, depending on which is being used by the state at the time.	Evaluation, Academic Support Program	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	No Funding Required	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer

(shared) Strategy 2:

Data Teams - Social studies department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social studies teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Patrick Rice, Cliff Mentzer, Joseph Harris, Michael Gervasi, Gregory Glover, Kelli Sims, Ryan Buttson, Jeffery Symons
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Measurable Objective 3:

85% of All Students will demonstrate a proficiency in reading comprehension in Social Studies by 06/10/2016 as measured by locally developed assessments and state recognized standardized assessments.

(shared) Strategy 1:

Data Teams - Social studies department members will collect and analyze student performance data on locally generated assessments and develop appropriate intervention strategies to meet the needs of the students.

Research Cited: Tomlinson, C. (2014). The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Patrick Rice, Cliff Mentzer, Joseph Harris, Michael Gervasi, Gregory Glover, Kelli Sims, Ryan Buttson, Jeffery Symons

Strategy 2:

Reading Comprehension - Teachers will integrate reading comprehension items into each learning unit for all core social studies courses. Teachers will use formative and summative assessments to monitor student understanding and create interventions for students who demonstrate difficulties identifying information from readings.

Research Cited: Dufour, R. et al. (2006). Learning by doing: A handbook of professional learning communities at work. Bloomington, IN: Solution Tree Press.

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Tier: Tier 1

Activity - Reading Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons involving identifying facts and data from content readings will be developed for each unit in all social studies classes at Carlson High School.	Curriculum Development	Tier 1		09/08/2015	03/11/2016	\$0	No Funding Required	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
Scientific Reading	All Educators will engage students in using and analyzing scientific literature.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Dawn Winn
Scientific Collaboration	Students will need to work in a collaborative environment to design and produce scientific investigations.	Other	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Dawn Winn
Understanding Charts and Graphs	Students will be able to examine scientific data and analyze the information.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Dawn Winn
Assessing Charts and Graphs	Staff will develop questions to be included on formative assessments that focus on the skills associated with interpreting charts and graphs. Each unit exam will include at least one chart or graph along with questions relating to the chart or graph. Questions will be structured in a manner similar to the ACT or SAT, depending on which is being used by the state at the time.	Evaluation, Academic Support Program	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer
Lesson development	Lessons involving charts and graphs will be developed for each unit in the core social studies classes at Carlson High School.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	03/11/2016	\$0	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris

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PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
PLC	Social studies teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Patrick Rice, Cliff Mentzer, Joseph Harris, Michael Gervasi, Gregory Glover, Kelli Sims, Ryan Buttson, Jeffery Symons
PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien

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modeling math sources	Math courses will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be identified through formative assessments in all classes.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Brad Clark, Kathy Huber, Rocco Giorgi, Katie LeBrun, Sarah Dee, and Joe Polzin
Reading Integration	Lessons involving identifying facts and data from content readings will be developed for each unit in all social studies classes at Carlson High School.	Curriculum Development	Tier 1		09/08/2015	03/11/2016	\$0	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer
PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
Professional Development	Teachers will review the resources provided to them through professional development with the Big Ideas company as well as coordinate these assessments in our PLC's with other teachers teaching common classes. The new textbooks also provide performance task which allows students to put the concept in a real world example and explain why/how it works. These performance tasks will also have students thinking at a much higher level and dealing with more rigor.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Brad Clark, Katie LeBrun, Sarah Dee
Analysis worksheets	Teachers will develop standardized worksheets to aid students in the analysis of primary source content	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Michael Gervasi, Patrick Rice

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PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
Primary Source Document Vocabulary	Social Studies courses will identify key vocabulary terms in each primary source document introduced in class and develop assignments based upon the terms identified. Students will be required to identify the terms on formative assessments.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Glover, Gervasi, Buttson, Sims, Symons, Rice, Harris, Mentzer
PLC	English teachers will meet monthly to analyze formative assessment data and develop interventions for students who are showing deficiencies with social studies essentials.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Kelly Warren, Jessica Plozai, Trisha Boucher, Lindsey Begeman, Erika Madgwick, Gina Ventrella, and Christine Salenbien
PLC	Teachers will use SAT type questions to assess students on common tests and then compare data from these assessments in PLC time. Interventions will be determined based off these observations.	Curriculum Development	Tier 1		09/08/2015	06/10/2016	\$0	Brad Clark, Rocco Giorgi, and Kathy Huber

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing handbook	Creation of a student/staff writing handbook to include standards for student writing	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$0	Lindsey Begeman, Erika Madgwick, and Jessica Plozai
Weekly Type 3 Writing	All teachers will implement Focused Correction Areas including one proper grammatical construct per week.	Professional Learning	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Michael Pehote, Christine Salenbien, and Lindsey Begeman
Professional Development	Writing with the Experts Remix (Penny Kittle Session)	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$800	Gina Ventrella and Erika Madgwick
Collins Writing Program	Training by Mark Dressel on the Collins Writing Program. Weekly increase in student writing of Levels 1, 2, and 3. Further detailed writing and research for ELA, Social Studies, Science, and other non-core areas	Professional Learning	Tier 1	Implement	09/03/2013	06/01/2015	\$0	Michael Pehote and Christine Salenbien
Professional Development	Content Area Reading and Writing Institute	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$250	Trisha Boucher and Ron Jacobs
Professional Development	Close and Critical Reading RESA Workshop	Professional Learning	Tier 1	Getting Ready	09/03/2013	06/05/2015	\$225	Trisha Boucher and Erika Madgwick