



School Improvement Plan

Oscar A. Carlson High School

Gibraltar School District

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30550 West Jefferson Ave
Rockwood, MI 48173-9780

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	For the 2019-20 school year, Carlson High School modified their goals using the ASSIST software.	

2019 - 20 Plan for School Improvement Plan

Overview

Plan Name

2019 - 20 Plan for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oscar A. Carlson High School will improve proficiency in mathematics	Objectives: 3 Strategies: 5 Activities: 13	Academic	\$10000
2	All students at O.A. Carlson High School will become proficient readers.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$2000
3	All students at Oscar A. Carlson High School will become proficient writers	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$3500
4	All student will have at least one adult advocate in the school who supports that student's educational experience.	Objectives: 3 Strategies: 5 Activities: 9	Organizational	\$43250

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

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in modeling mathematics in Mathematics by 06/12/2020 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-math subject area teachers will incorporate verbal interpretation using mathematical modeling and concepts such as charts and graphs.

Category: Mathematics

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	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math courses, primarily, although supported by science and other applicable courses, will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be assessed through formative assessments in all classes. The use of Big Ideas Textbook and SAT prep course pack will help with implementation.	Implementation	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	No Funding Required	Math, Science, and SAT teachers.

Activity - Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charts and graph visuals will be used in Science and Social Studies classes to increase interpretation skills needed for the M-Step..	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Science and Social Studies departments

(shared) Strategy 2:

Math Data Teams - Each Data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching

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strategies, analysis of data, and appropriate intervention strategies. All will be shared with administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: Mathematics

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based on this analysis.	Curriculum Development	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers/departments.

Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Monitor, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math, Science departments and SAT prep teachers

Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math, Science Department Data Teams
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(shared) Strategy 3:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of support for students depending on need. Additionally, Intervention strategies will be applied during and after school. During school, interventions include in-class interventions as well as a specific time set aside for Algebra 1. After school students will have access to unit recovery and SAT prep tutoring through NHS.

Category: Mathematics

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 2

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The four rotations will be broken down as Algebra, Statistics, Reading, and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	SAT prep teachers

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

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Each Senior (12th-grade students) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitates synthesis and cross-content connections. Students will produce this digital portfolio during thier Senior Portfolio class time. Teahcers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take take with them when they move out into the Professional Work force.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All Staff
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Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions in a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff

(shared) Strategy 4:

Questioning and Discussion - Teachers will increase the depth of questioning and discussion in their classroom to promote student thinking and making thinking visible. Questions and discussions will be designed to encourage student-to-student discussion and develop high level student questions. Questions and prompts will be assessed for DOK level and observation of student engagement during classroom observations and in teacher reflection.

Category: Other - Lesson Development and Instruction

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of meta-analyses relating to achievement. New York, NY: Routledge

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Ritchhart, R. Morrison, K. & Church, M. (2012). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey Bass.

Acree-Walsh, J. Dankert-Sattes, B. (2015). Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking. ASCD.

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Tier: Tier 1

Activity - Professional Development/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development designed to provide strategies that will increase the depth of questions and raise the level of discussion in their classrooms.	Monitor, Implementation	Tier 1	Monitor	09/03/2019	06/10/2020	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Activity - SAT Math Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will facilitate student-led discussion for framing a plan for SAT-type questions	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math SAT prep teachers

Measurable Objective 2:

21% of Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in all essential course outcomes in Mathematics by 06/10/2020 as measured by Common assessments, SAT, and PSAT..

(shared) Strategy 1:

Math Data Teams - Each Data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: Mathematics

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

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DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based on this analysis.	Curriculum Development	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers/departments.
Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Monitor, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math, Science departments and SAT prep teachers
Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math, Science Department Data Teams

(shared) Strategy 2:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of support for students depending on need. Additionally, Intervention strategies will be

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applied during and after school. During school, interventions include in-class interventions as well as a specific time set aside for Algebra 1. After school students will have access to unit recovery and SAT prep tutoring through NHS.

Category: Mathematics

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 2

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The four rotations will be broken down as Algebra, Statistics, Reading, and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	SAT prep teachers
Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Senior (12th-grade students) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitates synthesis and cross-content connections. Students will produce this digital portfolio during their Senior Portfolio class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take take with them when they move out into the Professional Work force.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All Staff
Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Ninth grade transitions in a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Implementa tion	Tier 2	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff
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Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff

(shared) Strategy 3:

Questioning and Discussion - Teachers will increase the depth of questioning and discussion in their classroom to promote student thinking and making thinking visible. Questions and discussions will be designed to encourage student-to-student discussion and develop high level student questions. Questions and prompts will be assessed for DOK level and observation of student engagement during classroom observations and in teacher reflection.

Category: Other - Lesson Development and Instruction

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of meta-analyses relating to achievement. New York, NY: Routledge

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Ritchhart, R. Morrison, K. & Church, M. (2012). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey Bass.

Acree-Walsh, J. Dankert-Sattes, B. (2015). Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking. ASCD.

Tier: Tier 1

Activity - Professional Development/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will engage in professional development designed to provide strategies that will increase the depth of questions and raise the level of discussion in their classrooms.	Monitor, Implementa tion	Tier 1	Monitor	09/03/2019	06/10/2020	\$10000	Other	Central Office, Building Administrati on, and Teaching Staff

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Activity - SAT Math Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will facilitate student-led discussion for framing a plan for SAT-type questions	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math SAT prep teachers

(shared) Strategy 4:

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.

Category: Other - All Subjects, Graphical Representation

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 data and analyze the information through direct instruction, collaborative groups, lab components, and formative assessment feedback.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers

Activity - Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charts and Graph visuals will be used in Science and Social studies classes to increase intervention skills	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Science and Social Studies teachers

Measurable Objective 3:

44% of All 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 06/10/2020 as measured by Improvement on enrichment activities in class as well as local and state standardized tests.

(shared) Strategy 1:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of support for students depending on need. Additionally, Intervention strategies will be applied during and after school. During school, interventions include in-class interventions as well as a specific time set aside for Algebra 1. After school students will have access to unit recovery and SAT prep tutoring through NHS.

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

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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 2

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The four rotations will be broken down as Algebra, Statistics, Reading, and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	SAT prep teachers
Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions in a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	all staff
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(shared) Strategy 2:

Questioning and Discussion - Teachers will increase the depth of questioning and discussion in their classroom to promote student thinking and making thinking visible. Questions and discussions will be designed to encourage student-to-student discussion and develop high level student questions. Questions and prompts will be assessed for DOK level and observation of student engagement during classroom observations and in teacher reflection.

Category: Other - Lesson Development and Instruction

Research Cited: Hattie, J. (2009). Visible learning: A synthesis of meta-analyses relating to achievement. New York, NY: Routledge

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.

Ritchhart, R. Morrison, K. & Church, M. (2012). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey Bass.

Acree-Walsh, J. Dankert-Sattes, B. (2015). Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking. ASCD.

Tier: Tier 1

Activity - Professional Development/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development designed to provide strategies that will increase the depth of questions and raise the level of discussion in their classrooms.	Monitor, Implementation	Tier 1	Monitor	09/03/2019	06/10/2020	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Activity - SAT Math Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will facilitate student-led discussion for framing a plan for SAT-type questions	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Math SAT prep teachers

(shared) Strategy 3:

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.

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Category: Other - All Subjects, Graphical Representation

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 data and analyze the information through direct instruction, collaborative groups, lab components, and formative assessment feedback.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers
Activity - Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charts and Graph visuals will be used in Science and Social studies classes to increase intervention skills	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Science and Social Studies teachers

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

Measurable Objective 1:

75% of All Students will demonstrate a proficiency with answering 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 06/12/2020 as measured by PSAT/SAT test scores, M-STEP test scores and local assessments within classrooms.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: English/Language Arts

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

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

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DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers
Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers
Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Oscar A. Carlson High School

Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Departmental Data Teams
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(shared) Strategy 2:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

Additionally, Intervention strategies will be applied during and after school. Interventions include in-class interventions, teacher consultant time and Freshman intervention. After school students will have access to after school tutoring with National Honors Society and National Honors Society Advisers.

Category: English/Language Arts

Research Cited: Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.; DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 2

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The rotations will be broken down into Algebra, Statistics, Reading and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction, Implementation	Tier 1		09/04/2019	06/12/2020	\$0	No Funding Required	All Staff and SAT prep Teachers

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Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force	Career Preparation /Orientation , Academic Support Program, Community Engagement	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select ninth grade staff
Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation , Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching and counseling staff

(shared) Strategy 3:

Evidence - Based Learning and Reflection - Students will engage in multiple evidenced-based learning experiences throughout the school year. Evidenced-based learning experiences mean that students must show consideration (reflection) of the following: 1) The skill/standard/enduring understanding that they were expected to show proficiency in, 2) The best way to showcase that they have learned this skill/standard/enduring understanding, and 3) How the end product showcases a strength, interest, or growth for them personally. Monitoring of this strategy will occur through teacher feedback, and digital portfolio evidence.

Category: Career and College Ready

Research Cited: Barrett, H. (2005). White paper: Researching electronic portfolios and learner engagement. <https://www.taskstream.com/reflect/whitepaper.pdf>

School Improvement Plan

Oscar A. Carlson High School

Couros, G. (2015). *The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Publishing.

Schwann, C & McGarvey, B. (2012). *Inevitable: Mass customized learning: Learning in the age of empowerment*. Charles Schwann & Beatrice McGarvey.

Tier: Tier 1

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Getting Ready, Implementation, Other - Assessment and Reflection in Student Learning	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$2000	General Fund	All teachers.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in identifying key ideas and details in a variety of texts and disciplines in Reading by 06/12/2020 as measured by performance on PSAT/SAT, M-STEP, and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: English/Language Arts

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

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Ind.: National Educational Service.

Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Ind: Solution Tree.

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Oscar A. Carlson High School

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers
Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers
Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Departmental Data Teams

(shared) Strategy 2:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

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Additionally, Intervention strategies will be applied during and after school. Interventions include in-class interventions, teacher consultant time and Freshman intervention. After school students will have access to after school tutoring with National Honors Society and National Honors Society Advisers.

Category: English/Language Arts

Research Cited: Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.; DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 2

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The rotations will be broken down into Algebra, Statistics, Reading and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction, Implementation	Tier 1		09/04/2019	06/12/2020	\$0	No Funding Required	All Staff and SAT prep Teachers

Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force	Career Preparation /Orientation, Academic Support Program, Community Engagement	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select ninth grade staff

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Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation, Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching and counseling staff

(shared) Strategy 3:

Evidence - Based Learning and Reflection - Students will engage in multiple evidenced-based learning experiences throughout the school year. Evidenced-based learning experiences mean that students must show consideration (reflection) of the following: 1) The skill/standard/enduring understanding that they were expected to show proficiency in, 2) The best way to showcase that they have learned this skill/standard/enduring understanding, and 3) How the end product showcases a strength, interest, or growth for them personally. Monitoring of this strategy will occur through teacher feedback, and digital portfolio evidence.

Category: Career and College Ready

Research Cited: Barrett, H. (2005). White paper: Researching electronic portfolios and learner engagement. <https://www.taskstream.com/reflect/whitepaper.pdf>

Couros, G. (2015). The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity. San Diego, CA: Dave Burgess Publishing.

Schwann, C & McGarvey, B. (2012). Inevitable: Mass customized learning: Learning in the age of empowerment. Charles Schwann & Beatrice McGarvey.

Tier: Tier 1

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Getting Ready, Implementation, Other - Assessment and Reflection in Student Learning	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$2000	General Fund	All teachers.

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Measurable Objective 3:

75% of All Students will demonstrate a proficiency to identify point of view, audience being addressed, and author's purpose in various texts in Reading by 06/12/2020 as measured by student proficiency in PSAT/SAT, M-STEP, and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: English/Language Arts

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

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Ind: Solution Tree.

Peery, A. (2011). *The Data Teams Experience: A Guide for Effective Meetings*. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers

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Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers
Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determined at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Departmental Data Teams

(shared) Strategy 2:

Enrichment/Intervention activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

Additionally, Intervention strategies will be applied during and after school. Interventions include in-class interventions, teacher consultant time and Freshman intervention. After school students will have access to after school tutoring with National Honors Society and National Honors Society Advisers.

Category: English/Language Arts

Research Cited: Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.; DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 2

School Improvement Plan

Oscar A. Carlson High School

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The rotations will be broken down into Algebra, Statistics, Reading and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction, Implementation	Tier 1		09/04/2019	06/12/2020	\$0	No Funding Required	All Staff and SAT prep Teachers
Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force	Career Preparation /Orientation , Academic Support Program, Community Engagement	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select ninth grade staff
Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation , Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching and counseling staff

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

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in proper use of grammar in all writing assignments in Writing by 06/12/2020 as measured by PSAT/SAT and local assessments.

(shared) Strategy 1:

Writing Data Teams - Each writing data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with the administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: English/Language Arts

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

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Ind: Solution Tree.

Peery, A. (2011). *The Data Teams Experience: A Guide for Effective Meetings*. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All staff
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Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers.

Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers.

(shared) Strategy 2:

Enrichment/Intervention Activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

Additionally, Intervention strategies will be applied during and after school. During school, interventions include in-class interventions, Marauder Pride Time, teacher consultant time, and one-on-one lunchtime tutoring. After school students will have access to unit recovery and SAT Prep tutoring.

Category: English/Language Arts

Research Cited: Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.; DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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Oscar A. Carlson High School

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier:

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour enrichment period scheduled into their class schedules called SAT prep. Each teacher will run an enrichment period during this time. It is teacher-directed and guided by instructional strategies chosen by data teams and designed to be SAT preparation. It is designed to be individualized, student-driven, facilitated and documented through presentation and practice activities. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Student Enrichment	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	Other	All teachers
Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$500	Other	Select staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	9th grade intervention teachers
Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.</p>	<p>Career Preparation /Orientation , Communication, Academic Support Program, Community Engagement, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/10/2020</p>	<p>\$1500</p>	<p>Other</p>	<p>Select staff</p>
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Measurable Objective 2:

90% of Twelfth grade students will complete a portfolio or performance demonstrating growth in writing and the ability to develop higher-level analysis through written communication in Writing by 06/10/2020 as measured by a senior-produced digital portfolio.

(shared) Strategy 1:

Enrichment/Intervention Activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

Additionally, Intervention strategies will be applied during and after school. During school, interventions include in-class interventions, Marauder Pride Time, teacher consultant time, and one-on-one lunchtime tutoring. After school students will have access to unit recovery and SAT Prep tutoring.

Category: English/Language Arts

Research Cited: Research Cited: Bainbridge, Katy, et. al. The Common Core: Clarifying Expectations for Teachers and Students. Columbus, OH: McGraw Hill. 2011.; DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier:

Activity - SAT Prep	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

Students will have a half hour enrichment period scheduled into their class schedules called SAT prep. Each teacher will run an enrichment period during this time. It is teacher-directed and guided by instructional strategies chosen by data teams and designed to be SAT preparation. It is designed to be individualized, student-driven, facilitated and documented through presentation and practice activities. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Student Enrichment	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	Other	All teachers
Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$500	Other	Select staff
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	9th grade intervention teachers
Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation , Communication, Academic Support Program, Community Engagement, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$1500	Other	Select staff

School Improvement Plan

Oscar A. Carlson High School

Measurable Objective 3:

75% of All Students will demonstrate a proficiency in understanding and proper use of structure in written pieces and comprehend the importance of diction in Writing by 06/10/2020 as measured by PSAT/SAT and local assessments.

Strategy 1:

Schoolwide Writing Guidelines - 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

Category: English/Language Arts

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	09/04/2018	06/10/2020	\$0	General Fund	English Department

(shared) Strategy 2:

Writing Data Teams - Each writing data team has identified the essential standards for each content area and determined proficiency on each standard. Staff will communicate objectives and learning targets to students as well as criteria for success. They will utilize the established proficiency level to formatively assess students and begin the process of developing appropriate intervention and enrichment to support and extend student learning.

Teachers will communicate surrounding the identification of standards, creation of assessments (both formative and summative), agreed upon research-based teaching strategies, analysis of data, and appropriate intervention strategies. All will be shared with the administration as well as colleagues to ensure that crucial conversations surrounding this process occur. The focus will remain on increasing student achievement.

Category: English/Language Arts

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

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

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier: Tier 1

School Improvement Plan

Oscar A. Carlson High School

Activity - SAT - Like Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All staff
Activity - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers.
Activity - Research-Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All teachers.

(shared) Strategy 3:

Enrichment/Intervention Activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of supports for students depending on need.

Additionally, Intervention strategies will be applied during and after school. During school, interventions include in-class interventions, Marauder Pride Time, teacher consultant time, and one-on-one lunchtime tutoring. After school students will have access to unit recovery and SAT Prep tutoring.

Category: English/Language Arts

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

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Oscar A. Carlson High School

DuFour, R., Eaker, R. E., & National Educational Service (U.S.). (1999). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, Ind.: National Educational Service.

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

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

DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO: The Leadership and Learning Center.

Tier:

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour enrichment period scheduled into their class schedules called SAT prep. Each teacher will run an enrichment period during this time. It is teacher-directed and guided by instructional strategies chosen by data teams and designed to be SAT preparation. It is designed to be individualized, student-driven, facilitated and documented through presentation and practice activities. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Student Enrichment	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	Other	All teachers

Activity - Senior Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$500	Other	Select staff

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	9th grade intervention teachers

Activity - Ninth Grade Transitions	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

<p>Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.</p>	<p>Career Preparation /Orientation , Communication, Academic Support Program, Community Engagement, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/10/2020</p>	<p>\$1500</p>	<p>Other</p>	<p>Select staff</p>
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Goal 4: All student will have at least one adult advocate in the school who supports that student's educational experience.

Measurable Objective 1:

demonstrate a behavior through all staff developing meaningful connections with at least ten students by 06/16/2021 as measured by student responses on survey.

Strategy 1:

Enrichment/Intervention Activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and enrichment process will follow a pyramid of interventions with increasing levels of support for students depending on need. Additionally, intervention strategies will be applied during and after school. Interventions include in-class interventions, teacher consultant time and freshman intervention. After school student will have access to after-school tutoring with National Honors Society Advisors.

Category: School Culture

Research Cited: Bainbridge

Tier: Tier 1

Activity - Senior Portfolio	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

Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional workforce	Career Preparation /Orientation , Communication, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	All staff
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Activity - Ninth Grade Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$0	No Funding Required	Select teaching staff

Strategy 2:

Meaningful Relationships - Teachers will develop stronger, more meaningful relationships with students through increased interactions. Students will be able to identify with different teachers to build the necessary relationships to promote respect and engagement in school.

Category: School Culture

Research Cited: McClure, L. V., Yonezawa, S., & Jones, M. (2010, July 30). Can school structures improve teacher-student relationships? The relationship between advisory programs, personalization and students' academic achievement. Retrieved from <https://epaa.asu.edu/ojs/article/view/719/845>

Tier: Tier 2

Activity - Get to Know Your Teacher Luncheon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Potential at-risk students are invited to eat lunch at the beginning of each semester with their teachers in a setting that allows them to engage with the teacher in a smaller group setting. The success of the program will be monitored through quantitative research done by AP psychology and AP statistics students.	Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2021	\$2500	Other	PBIS team / AP Psychology and AP Statistics teachers

Measurable Objective 2:

School Improvement Plan

Oscar A. Carlson High School

demonstrate a behavior Students will participate in at least one non-curricular activity, each year during the course of the school year. by 06/12/2020 as measured by tracking student involvement in clubs, athletics, and other school organizations..

Strategy 1:

Clubs based on Student Interest - Teachers will work as mentors of clubs that interest students. Clubs will be chosen based on student interest.

Category: School Culture

Research Cited: Hattie.J/

Tier: Tier 1

Activity - Carlson Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be afforded the opportunity to participate in clubs of their interest.	Other - School Culture	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	Other	CHS Administration and Staff

Activity - Interest based organizations identified	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student interest surveys will be distributed to determine possible organizations or clubs that will promote student participation in extras curricular activities.	Extra Curricular	Tier 2	Getting Ready	09/03/2019	06/17/2020	\$250	Other	Micheal Pehote and Student Council

Measurable Objective 3:

demonstrate a behavior Students that are struggling academically or socially will have opportunities to interact with adult advocates to address individual student needs by 06/16/2021 as measured by student utilization of resources and student responses on student survey.

Strategy 1:

Academic support - The school will provide a number of opportunities for students to participate in Positive Behavior interventions to promote student academic growth. These activities will focus on shaping student behaviors to improve responsibility in learning and developing positive study habits.

Category: School Culture

Research Cited: Hawken, L. S. & Horner, R.H. (2003) Implementing a Target Group Intervention within a School-wide System of Behavior Support. Journal of Behavioral Education.; March, R. E. & Horner, R. H. (2002) Feasibility and contributions of functional behavioral assessment in schools. Journal of Emotional and Behavioral Disorders 10, 158-70.

Tier:

Activity - Check In/Check Out	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

The students will report to a designated Check In/Check Out teacher at the beginning of each school day, as well as the end of each school day. This individual will note how well the student is performing in his/her classes. The student's performance will be noted, and he/she may be rewarded for his/her progress at designated times throughout the school year. The student's parents/guardians will also be able to get a daily progress report from his/her student.	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/10/2020	\$0	No Funding Required	Dawn Paultanis, Mimma Palazzolo, Kelly Walters, Jennifer Trush, Matthew Moll
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Activity - Marauder Captains	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Marauder Captains Program is a student/peer mentoring program where each freshman student is paired with a selected upper class mentor to help the freshman student transition into the high school.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$4000	Other	Marauder Captain Advisors

Strategy 2:

Restorative Discipline - Students will be disciplined using a restorative justice program. Administration, along with a restorative liaison, will work to modify student behavior by utilizing positive behavior interventions.

Category: Other - Behavioral/Restorative Intervention

Research Cited: International Institute for Restorative Practices

Fronius, T; Persson, H.; Guckenbug, S.; Hurley, N.; Petrosino, A. (2016). Restorative justice in U.S Schools: A research review. Denver, CO: WestEd

State of Michigan Law

Tier: Tier 2

Activity - Restorative Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Restorative Liaison will work with students to reduce the likelihood of repeated behavioral violations by addressing the underlying issues and helping to repair causes of misbehavior, change patterns, and restore students to the school setting.	Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$30000	Section 31a	Restorative Liaison

Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Students will be taught to model behavior through the Positive Behavioral Intervention Support program. Student leaders known as Marauder Captains will serve as mentors to incoming 9th grade students, and serve as role models of leadership throughout the school	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$5000	Other	PBIS Committee
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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
Charts and Graphs	Charts and Graph visuals will be used in Science and Social studies classes to increase intervention skills	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Science and Social Studies teachers
SAT Prep Course	Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The rotations will be broken down into Algebra, Statistics, Reading and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction, Implementation	Tier 1		09/04/2019	06/12/2020	\$0	All Staff and SAT prep Teachers
SMART Goal	Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Monitor, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Math, Science departments and SAT prep teachers
Check In/Check Out	The students will report to a designated Check In/Check Out teacher at the beginning of each school day, as well as the end of each school day. This individual will note how well the student is performing in his/her classes. The student's performance will be noted, and he/she may be rewarded for his/her progress at designated times throughout the school year. The student's parents/guardians will also be able to get a daily progress report from his/her student.	Academic Support Program	Tier 2	Evaluate	09/03/2019	06/10/2020	\$0	Dawn Paultanis, Mimma Palazzolo, Kelly Walters, Jennifer Trush, Matthew Moll
SAT Math Questioning	Teacher will facilitate student-led discussion for framing a plan for SAT-type questions	Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Math SAT prep teachers

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SAT - Like Questions	Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All staff
Intervention	Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Select ninth grade staff
Ninth Grade Transitions	Ninth grade transitions in a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Implementation	Tier 2	Implement	09/03/2019	06/10/2020	\$0	all staff
SMART Goal	Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All teachers.
Understanding Charts and Graphs	Students will be able to examine data and analyze the information through direct instruction, collaborative groups, lab components, and formative assessment feedback.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All teachers
Modeling Math	Math courses, primarily, although supported by science and other applicable courses, will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be assessed through formative assessments in all classes. The use of Big Ideas Textbook and SAT prep course pack will help with implementation.	Implementation	Tier 1	Monitor	09/03/2019	06/10/2020	\$0	Math, Science, and SAT teachers.

School Improvement Plan

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Research-Based Instructional Strategies	Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determine at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Math, Science Department Data Teams
Senior Portfolio	Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force	Career Preparation /Orientation , Academic Support Program, Community Engagement	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Select teaching staff
Senior Portfolio	Each Senior (12th-grade students) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitates synthesis and cross-content connections. Students will produce this digital portfolio during thier Senior Portfolio class time. Teahcers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take take with them when they move out into the Professional Work force.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All Staff

School Improvement Plan

Oscar A. Carlson High School

Senior Portfolio	Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional workforce	Career Preparation /Orientation, Communication, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$0	All staff
SMART Goal	Teachers will review data from the SAT test and multiple other sources to determine an appropriate SMART Goal for the department. Emphasis will be placed on using research-based strategies to increase SAT scores.	Teacher Collaboration, Implementation	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All teachers
Intervention	Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	9th grade intervention teachers
Ninth Grade Transitions	Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation, Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Select teaching and counseling staff
SAT - Like Questions	Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based off this analysis.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All teachers

School Improvement Plan

Oscar A. Carlson High School

Research-Based Instructional Strategies	Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determined at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All Departmental Data Teams
Intervention	Ninth graders will have access to intervention for a half hour, five days a week. Students will get individual assistance with skills that students demonstrate a deficiency in specific core areas.	Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$0	all staff
SAT Prep Course	Sophomores and Juniors will have access to an SAT Prep course that is on 4 rotations. The four rotations will be broken down as Algebra, Statistics, Reading, and Grammar. This course is designed to get students ready for the types of questions they will see on the SAT and to help them learn the skills and type of thinking they will need to access to be successful.	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	SAT prep teachers
SAT - Like Questions	Teachers will incorporate SAT-type questions to assess students on common assessments which will be a component of their data team cycle. Interventions will be determined based on this analysis.	Curriculum Development	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All teachers/departments.
Charts and Graphs	Charts and graph visuals will be used in Science and Social Studies classes to increase interpretation skills needed for the M-Step..	Direct Instruction	Tier 1	Implement	09/03/2019	06/10/2020	\$0	Science and Social Studies departments

School Improvement Plan

Oscar A. Carlson High School

Research-Based Instructional Strategies	Teams will determine the instructional strategies they will implement in order to raise student proficiency. Teachers will collaborate around the questions: Which strategies will have the greatest impact on student learning based on the identified instructional needs (through analysis of data)? What strategies are individual teachers implementing with a high degree of success, and should these practices be replicated? Teams will ultimately determined at least one research-based, likely-to-be effective instructional strategy that will be immediately implemented. They will discuss how these strategies will be implemented and identify results indicators that identify teacher behaviors and evidence of the impact of this strategy on student learning.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2020	\$0	All teachers.
Ninth Grade Transitions	Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$0	Select teaching staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Liaison	A Restorative Liaison will work with students to reduce the likelihood of repeated behavioral violations by addressing the underlying issues and helping to repair causes of misbehavior, change patterns, and restore students to the school setting.	Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$30000	Restorative Liaison

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Positive Behavior Intervention Support	Students will be taught to model behavior through the Positive Behavioral Intervention Support program. Student leaders known as Marauder Captains will serve as mentors to incoming 9th grade students, and serve as role models of leadership throughout the school	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$5000	PBIS Committee
SAT Prep	Students will have a half hour enrichment period scheduled into their class schedules called SAT prep. Each teacher will run an enrichment period during this time. It is teacher-directed and guided by instructional strategies chosen by data teams and designed to be SAT preparation. It is designed to be individualized, student-driven, facilitated and documented through presentation and practice activities. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Student Enrichment	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	All teachers
Get to Know Your Teacher Luncheon	Potential at-risk students are invited to eat lunch at the beginning of each semester with their teachers in a setting that allows them to engage with the teacher in a smaller group setting. The success of the program will be monitored through quantitative research done by AP psychology and AP statistics students.	Communication, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2021	\$2500	PBIS team / AP Psychology and AP Statistics teachers
Marauder Captains	The Marauder Captains Program is a student/peer mentoring program where each freshman student is paired with a selected upper class mentor to help the freshman student transition into the high school.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$4000	Marauder Captain Advisors
Interest based organizations identified	Student interest surveys will be distributed to determine possible organizations or clubs that will promote student participation in extras curricular activities.	Extra Curricular	Tier 2	Getting Ready	09/03/2019	06/17/2020	\$250	Micheal Pehote and Student Council
Ninth Grade Transitions	Ninth grade transitions is a course designed to identify student deficiencies early in the educational process to enable potential interventions. Additionally, the course will look at developing the necessary skills to be successful in high school and beyond. Work will focus on communication skills, career identification, and the development of an educational plan for each ninth grader.	Career Preparation /Orientation, Communication, Academic Support Program, Community Engagement, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/10/2020	\$1500	Select staff

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Senior Portfolio	Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/10/2020	\$500	Select staff
Carlson Clubs	Students will be afforded the opportunity to participate in clubs of their interest.	Other - School Culture	Tier 1	Implement	09/03/2019	06/10/2020	\$1500	CHS Administration and Staff
Professional Development/Collaboration	Teachers will engage in professional development designed to provide strategies that will increase the depth of questions and raise the level of discussion in their classrooms.	Monitor, Implementation	Tier 1	Monitor	09/03/2019	06/10/2020	\$10000	Central Office, Building Administration, and Teaching Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing handbook	Creation of a student/staff writing handbook to include standards for student writing	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/10/2020	\$0	English Department
Digital Portfolios	Each senior (12th grade student) will produce a digital portfolio that documents some aspects of their learning in each class to showcase reflection and ownership of this learning and facilitate synthesis and cross-content connections. Students will produce this digital portfolio during their Marauder Pride Time class time. Teachers will incorporate this portfolio into their classrooms via discussion and/or assessment/grading. Seniors will use this portfolio to connect to a presentation source such as Linked In to take with them when they move out into the professional work force.	Getting Ready, Implementation, Other - Assessment and Reflection in Student Learning	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$2000	All teachers.