



School Improvement Plan

Oscar A. Carlson High School

Gibraltar School District

Mrs. Jessica Shultz, Principal
30550 West Jefferson Ave
Rockwood, MI 48173-9780

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
CHS School Improvement Plan 17-18	
Overview	6
Goals Summary	7
Goal 1: All students at Oscar A. Carlson High School will improve proficiency in mathematics	8
Goal 2: All students at O.A. Carlson High School will become proficient readers	19
Goal 3: All students at Oscar A. Carlson High School will become proficient writers	42
Goal 4: All students will increase responsibility towards academic achievement and improve respect with regard to the school environment	60
Goal 5: All students at Carlson High School will improve proficiency in Science	66
Goal 6: All students at Carlson High School will improve proficiency in Social Studies	84
Activity Summary by Funding Source	103

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 2016-2017 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	We will update our Goals and Plans in Assist using a Comprehensive Needs Assessment. See Goals and Plans in Assist	

CHS School Improvement Plan 17-18

Overview

Plan Name

CHS School Improvement Plan 17-18

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: 12	Academic	\$17000
2	All students at O.A. Carlson High School will become proficient readers.	Objectives: 4 Strategies: 8 Activities: 14	Academic	\$27025
3	All students at Oscar A. Carlson High School will become proficient writers	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$17000
4	All students will increase responsibility towards academic achievement and improve respect with regard to the school environment.	Objectives: 4 Strategies: 6 Activities: 7	Organizational	\$42000
5	All students at Carlson High School will improve proficiency in Science.	Objectives: 3 Strategies: 7 Activities: 11	Academic	\$17000
6	All students at Carlson High School will improve proficiency in Social Studies.	Objectives: 3 Strategies: 8 Activities: 13	Academic	\$17000

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

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in modeling mathematics in Mathematics by 06/13/2018 as measured by common pacing guides mapped to state standards and be assessed in these standards using common assessments and local and national standardized tests..

Strategy 1:

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

Category:

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

Tier: Tier 1

Activity - Modeling Math Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math courses will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be assessed through formative assessments in all classes. The use of Big Ideas Textbook will help with story problem implementation.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	No Funding Required	Math Department

(shared) Strategy 2:

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, student showcase in MPT enrichment, and digital portfolio

School Improvement Plan

Oscar A. Carlson High School

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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	Math Department

(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.

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Measurable Objective 2:

37% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) in all essential course outcomes in Mathematics by 06/13/2018 as measured by Common assessments, SAT, and PSAT..

Status	Progress Notes	Created On	Created By
Not Met	Edited objective to fit the SMART goal component (Realistic) and put in a 5% gain in proficiency for mathematics.	May 18, 2017	Jessica Shultz

Strategy 1:

Professional Learning Community/Data Team - Each PLC 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

School Improvement Plan

Oscar A. Carlson High School

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

Status	Progress Notes	Created On	Created By
N/A	This has been updated to reflect the shift away from late-start Mondays.	May 18, 2017	Jessica Shultz

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	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Math Department

Status	Progress Notes	Created On	Created By
In Progress	Updated to reflect work from 2016-2017 school year.	May 19, 2017	Jessica Shultz

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

School Improvement Plan

Oscar A. Carlson High School

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	08/28/2017	09/15/2017	\$0	No Funding Required	Math Department
--	--------------------------------	--------	-----------	------------	------------	-----	---------------------	-----------------

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	08/28/2017	06/13/2018	\$0	No Funding Required	Math Department Data Teams

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Student Mentoring, Enrichment & Intervention, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Math Department</p>
--	---	---------------	------------------	-------------------	-------------------	------------	----------------------------	------------------------

(shared) Strategy 2:

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, student showcase in MPT enrichment, 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
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	Math Department
---	--	--------	---------------	------------	------------	--------	--------------	-----------------

(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 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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

School Improvement Plan

Oscar A. Carlson High School

Measurable Objective 3:

37% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in higher level thinking to prepare students for questions on the standardized test such as the SAT in Mathematics by 06/13/2018 as measured by Improvement on enrichment activities in class as well as local and state standardized tests.

Strategy 1:

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

Additionally, Intervention strategies will be applied during and after school.

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 - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the resources provided to them through professional development with the Big Ideas company as well as coordinate these assessments in our PLC's with other teachers teaching common classes. The new textbooks also provide performance task which allows students to put the concept in a real world example and explain why/how it works. These performance tasks will also have students thinking at a much higher level and dealing with more rigor.	Professional Learning	Tier 1	Evaluate	09/05/2017	06/13/2018	\$0	No Funding Required	Math Department

School Improvement Plan

Oscar A. Carlson High School

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. Initially, teachers will be implementing relationship-building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	No Funding Required	Math Department

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will received one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. The two-week cycles will rotate between Algebra and Geometry. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Other - Targeted Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Math Department

Status	Progress Notes	Created On	Created By
Not Applicable	During the 2017-2018 school year, we will be assessing to determine if Unit Recovery is appropriate to offer. If it is necessary, we will begin the process of detailing the structure and logistics for unit recovery, as it did not previously work.	May 19, 2017	Jessica Shultz

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.</p>	Direct Instruction	Tier 1	Implement	09/05/2017	01/29/2018	\$0	No Funding Required	Two math teachers and one English teacher.
--	--------------------	--------	-----------	------------	------------	-----	---------------------	--

Activity - SAT After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.</p>	Academic Support Program, Other - Test Preparation	Tier 2	Implement	09/05/2017	06/13/2018	\$5000	Section 31a	One teacher.

(shared) Strategy 2:

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, student showcase in MPT enrichment, 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

School Improvement Plan

Oscar A. Carlson High School

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	Math Department

(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 Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

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.	Implementa tion	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administrati on, and Teaching Staff
--	--------------------	--------	-----------	------------	------------	---------	-------	--

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

Measurable Objective 1:

67% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 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 06/13/2018 as measured by PSAT/SAT test scores, M-STÉP test scores and local assessments within classrooms.

Strategy 1:

Comparison and Contrast - The students will answer comparison and contrasting questions after reading and learning about information instead of simple objective style questions. The students will also answer open-ended questions on tests and receive feedback to help increase their effectiveness level in answering questions of this nature.

Category: English/Language Arts

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

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

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

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

Silver, H (2010). Compare & contrast : Teaching comparative thinking to strengthen student learning. Alexandria, VA: Silver Strong & Associates.

Tier: Tier 1

School Improvement Plan

Oscar A. Carlson High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close and Critical Reading RESA Workshop	Professional Learning	Tier 1	Evaluate	09/05/2017	06/13/2018	\$225	General Fund	English Department

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	English Department
---	--	--------	-----------	------------	------------	-----	---------------------	--------------------

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

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	08/28/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams

School Improvement Plan

Oscar A. Carlson High School

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

(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.; 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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will received one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	01/29/2018	\$5000	Section 31a	One English Teacher

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.</p>	<p>Implementa tion, Direct Instruction</p>	<p>Tier 1</p>		<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Two math teachers and one English teacher</p>
--	--	---------------	--	-------------------	-------------------	------------	--------------------------------	--

Activity - SAT After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/18/2017</p>	<p>06/13/2018</p>	<p>\$5000</p>	<p>Section 31a</p>	<p>One teacher</p>

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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

School Improvement Plan

Oscar A. Carlson High School

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Assessment and Reflection in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	English department

(shared) Strategy 5:

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

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.	Implementa tion	Tier 1		08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administra tion, and Teaching Staff
--	--------------------	--------	--	------------	------------	---------	-------	--

Measurable Objective 2:

67% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in identifying key ideas and details in a variety of texts and disciplines in Reading by 06/13/2018 as measured by performance on PSAT/SAT, M-STEP, and local assessments.

Strategy 1:

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area Reading and Writing Institute	Implementa tion, Professiona l Learning	Tier 1	Evaluate	09/05/2017	06/13/2018	\$0	No Funding Required	Trisha Boucher and Ron Jacobs

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

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	08/28/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Student Mentoring, Intervention , and Enrichment , Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>English Department</p>
--	--	---------------	------------------	-------------------	-------------------	------------	----------------------------	---------------------------

(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.; 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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will received one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	01/29/2018	\$5000	Section 31a	One English Teacher

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.</p>	<p>Implementa tion, Direct Instruction</p>	<p>Tier 1</p>		<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Two math teachers and one English teacher</p>
--	--	---------------	--	-------------------	-------------------	------------	--------------------------------	--

Activity - SAT After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/18/2017</p>	<p>06/13/2018</p>	<p>\$5000</p>	<p>Section 31a</p>	<p>One teacher</p>

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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

School Improvement Plan

Oscar A. Carlson High School

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Assessment and Reflection in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	English department

(shared) Strategy 5:

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

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.	Implementa tion	Tier 1		08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administra tion, and Teaching Staff
--	--------------------	--------	--	------------	------------	---------	-------	--

Measurable Objective 3:

67% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to identify point of view, audience being addressed, and author's purpose in various texts in Reading by 06/13/2018 as measured by student proficiency in PSAT/SAT, M-STEP, and local assessments.

Strategy 1:

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

Category:

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

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

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

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing with the Experts Remix (Penny Kittle Session)	Professiona l Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$800	General Fund	Gina Ventrella and Erika Madgwick

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

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	08/28/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Student Mentoring, Intervention , and Enrichment , Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>English Department</p>
--	--	---------------	------------------	-------------------	-------------------	------------	----------------------------	---------------------------

(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.; 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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will received one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	01/29/2018	\$5000	Section 31a	One English Teacher

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.</p>	<p>Implementa tion, Direct Instruction</p>	<p>Tier 1</p>		<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Two math teachers and one English teacher</p>
--	--	---------------	--	-------------------	-------------------	------------	--------------------------------	--

Activity - SAT After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/18/2017</p>	<p>06/13/2018</p>	<p>\$5000</p>	<p>Section 31a</p>	<p>One teacher</p>

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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

School Improvement Plan

Oscar A. Carlson High School

Activity - Digital Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Assessment and Reflection in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	English department

(shared) Strategy 5:

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

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.	Implementa tion	Tier 1		08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administra tion, and Teaching Staff
--	--------------------	--------	--	------------	------------	---------	-------	--

Measurable Objective 4:

85% of All Students will increase student growth in reading endurance and fluency in Reading by 06/13/2018 as measured by reading logs, assessments/projects designed to gauge reading comprehension, as well as increased student achievement on state and local assessments in all subjects..

Strategy 1:

Book Love Professional Development - English teachers will participate in ongoing professional development on Book Love by Penny Kittle in order to successfully implement an independent reading program within each class that changes the structure of English classes at CHS. The focus will shift for sole whole-class assignment of books to individual selections designed to promote choice, increased levels of reading, increased student interest, increased reading fluency, and ultimately, increased comprehension in reading.

Category: English/Language Arts

Research Cited: Kittle, P. (2013). Book love: Developing depth, stamina, and passion in adolescent readers. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Professional Development/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop classroom libraries within each English classroom and expectations for students regarding the level of independent reading that is expected from each grade level of student. Using the strategies in Penny Kittle's book, Book Love, teachers will incorporate increased levels of independent reading in their classrooms.	Professiona l Learning, Teacher Collaborati on	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$4000	General Fund	English Department

(shared) Strategy 2:

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

School Improvement Plan

Oscar A. Carlson High School

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Assessment and Reflection in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	English department

(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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1		08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

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

Measurable Objective 1:

67% of All Students will demonstrate a proficiency in proper use of grammar in all writing assignments in Writing by 06/13/2018 as measured by PSAT/SAT and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each PLC 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
SY 2017-2018

School Improvement Plan

Oscar A. Carlson High School

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.

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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All staff except Math department members

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

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	09/05/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention & Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

(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.

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. Initially, teachers will be implementing relationship building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention, & Enrichment, Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will receive one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	One English teacher

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	01/29/2018	\$0	No Funding Required	One English teacher and two Math teachers.

Activity - SAT After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/18/2017	06/06/2018	\$5000	Section 31a	One teacher.

(shared) Strategy 3:

School Improvement Plan

Oscar A. Carlson High School

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Measurable Objective 2:

67% of All Students will demonstrate a proficiency in writing and evaluating arguments that support claims in an analysis of topics or texts, using valid reasoning and supportive evidence from internal and external sources in Writing by 06/13/2018 as measured by PSAT/SAT and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each PLC 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

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Oscar A. Carlson High School

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

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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All staff except Math department members

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

School Improvement Plan

Oscar A. Carlson High School

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	09/05/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention & Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

(shared) Strategy 2:

Enrichment/Intervention Activities - A comprehensive intervention and enrichment process will be developed through Carlson High School. This intervention and

School Improvement Plan

Oscar A. Carlson High School

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. Initially, teachers will be implementing relationship building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention, & Enrichment, Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	No Funding Required	English Department

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

School Improvement Plan

Oscar A. Carlson High School

Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will receive one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	One English teacher
--	--	--------	---------------	------------	------------	-----	---------------------	---------------------

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	01/29/2018	\$0	No Funding Required	One English teacher and two Math teachers.

Activity - SAT After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/18/2017	06/06/2018	\$5000	Section 31a	One teacher.

(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.

School Improvement Plan

Oscar A. Carlson High School

interest, or growth for them personally. Monitoring of this strategy will occur through teacher feedback, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Measurable Objective 3:

67% 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 06/13/2018 as measured by PSAT/SAT and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each PLC 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.

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*.

SY 2017-2018

Page 54

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Oscar A. Carlson High School

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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All staff except Math department members

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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	English Department

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	09/05/2017	06/13/2018	\$0	No Funding Required	English Department Data Teams
--	---	--------	-----------	------------	------------	-----	---------------------	-------------------------------

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention & Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	English Department

(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

School Improvement Plan

Oscar A. Carlson High School

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.

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. Initially, teachers will be implementing relationship building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention, & Enrichment, Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	No Funding Required	English Department

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

School Improvement Plan

Oscar A. Carlson High School

Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will receive one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	One English teacher
--	--	--------	---------------	------------	------------	-----	---------------------	---------------------

Activity - SAT Prep Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	01/29/2018	\$0	No Funding Required	One English teacher and two Math teachers.

Activity - SAT After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/18/2017	06/06/2018	\$5000	Section 31a	One teacher.

(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.

School Improvement Plan

Oscar A. Carlson High School

interest, or growth for them personally. Monitoring of this strategy will occur through teacher feedback, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Goal 4: All students will increase responsibility towards academic achievement and improve respect with regard to the school environment.

Measurable Objective 1:

demonstrate a behavior Students will take an active role in the school community by participating in school activities and serving as positive examples of Carlson students through interaction with the community by 06/14/2017 as measured by participation in clubs and PBIS data.

Strategy 1:

Involving Students in their Community - Carlson Cares will be established as an official club at CHS. InterAct will find ways to further impact its footprint in the community. We have done these things in the past, but we will try to modify our efforts in order to better expand our reach and impact the surrounding areas. Our

School Improvement Plan

Oscar A. Carlson High School

students will benefit from having a better understanding of their ability to help those in their community and seeing the positive impact that a group of people can have as a whole. The public and community will also see our high school students as the giving individuals that we often see in them.

Category: School Culture

Research Cited: Moore, Cynthia W. Primary Prevention. (2005) Department of Psychology, University of Virginia.

Tier: Tier 1

Activity - Carlson Cares	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are involved in a variety of community based activities which involve them in philanthropic endeavors designed to promote awareness of issues in the surrounding communities and appreciation for their current position within the society.	Community Engagement	Tier 1	Evaluate	09/06/2016	06/14/2017	\$0	No Funding Required	Interact and Carlson Cares Sponsors

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

Measurable Objective 2:

demonstrate a behavior Students will take and active role in school ownership by participating in decision-making throughout the school by 06/14/2017 as measured by attendance at Student Council events, float meetings, and Marauder Captain participation.

Strategy 1:

Adopt Positive Behavior Support for CHS - Select students from the 11th and 12th grade will be chosen by teacher recommendation, application, and an interview process. The primary role of a Marauder Captain is to be a mentors to incoming 9th graders and new students to the district. The Captains help students avoid the pitfalls that some students may encounter. The mentor-mentee relationship is a win-win situation. The mentee gains from the knowledge and guidance of the mentor, and the mentor gains the leadership and interpersonal skills necessary to be successful in today's world. The Marauder captains will help these students with their transition to CHS, as well as model appropriate behavior. They will also provide leadership to the entire CHS community by means of interacting with all students, staff, and visitors in a positive and welcoming manner. As leaders, they will also provide open lines of communication between students, staff, and administrators. The Marauder Captain Program will be a strong catalyst for change and reflection by all involved in our educational community. In conclusion, the goal of the mentor program is to help students increase positive behaviors in the school environment, which will increase positive academic outcomes, higher self-esteem, and a more connected community here at CHS.

Category: School Culture

Research Cited: Horner, R.H, Sugai, G., et al. Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans. (pp. 359-390) New

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Oscar A. Carlson High School

York: Guilford Press; Lewis, T., Hudson, S., Richter, M. Scientific Support Practices in PBS. Behavior Disorders, 29, 247-259.; Stover, A. C. Positive Behavior Support Systems. New York: Harcourt, 2009.

Tier: Tier 1

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, Marauder Captains will bond with their mentees in Link Crew fashion and help students academically, socially, and emotionally	Behavioral Support Program	Tier 1	Evaluate	08/25/2016	06/14/2017	\$5000	Other	PBiS Committee

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

Strategy 2:

Picnic with the Principal - Students will meet with the principal and vice principal for lunch once a month. This meeting will allow for discussion of school issues, concerns, and dissemination of news from leadership to the students and vice versa. The selected students will be able to voice their concerns, as well as those of their peers. This open dialogue will take place in a relaxed setting so that the lines of communication between the administration and the students will be opened. This will also help the students to have a vested interest in the school. In the end, these dialogues will serve as a strong catalyst for change and reflection by all of the parties involved in our educational community.

Category: School Culture

Research Cited: Leithwood, K.A., & Riehl, C. (2003). What we know about successful school leadership. Philadelphia, PA: Laboratory for Student Success, Temple University; A Summary of Research on Using Student Voice in School Improvement Planning. (2004). The Education Alliance: Business and Community for Public Schools.

Tier: Tier 1

Activity - Picnic with the Principal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings between the principal and students to discuss issues relevant to the student body and solicit feedback from stakeholders	Communication			09/03/2013	06/01/2015	\$500	Other	Michael Pehote

School Improvement Plan

Oscar A. Carlson High School

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

Measurable Objective 3:

demonstrate a behavior Students will take an active role in policy implementation by adhering to school rules and encouraging others to follow the school rules. by 06/01/2015 as measured by tracking student behavior through our online grading system, teacher nominations of students, drawings held to reward students.

Strategy 1:

Carlson Rock Star Program - Teachers, administration, and support staff will recognize those students that demonstrate the qualities that are indicative of a positive, focused CHS student. Nomination forms for Rock Stars will be given to all of the teachers, and they can nominate any number of students for various reasons such as being courteous to others, helping others in the classroom, assisting another individual in the hallway, strong academic progress, generally acting as an engaged, contributing member of our school community. Every week on Friday, five students will be selected as the week's Rock Stars. The names of these selected students will be read on the school news, as well as be placed on the building's marquee outside of the school. The students will also be given a small token of appreciation for their positive behavior. This will allow the students to know that they are being recognized for their hard work and good citizenship, while also showing how important it is to contribute in a positive way to our school system.

Category:

Research Cited: Lewis, Ramon. (2000). Classroom Discipline and student responsibility: The student's view. La Trobe University, Australia;

Tier:

Activity - Carlson Rock Stars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be awarded with gift cards from local businesses as positive reinforcement for behaviors being promoted in our school. Student names will be posted for recognition on the school's external sign, as well as be read on the news.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/14/2017	\$1500	Other	CHS Administration and Staff

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

School Improvement Plan

Oscar A. Carlson High School

Activity - Positive Behavioral Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/25/2016	06/14/2017	\$5000	Other	PBiS Committee

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

Measurable Objective 4:

demonstrate a behavior Students that are struggling academically will have the option to participate in the Check In/Check Out program by 06/14/2017 as measured by progress reports and report card grades.

Strategy 1:

Check In/Check Out - The students that are struggling academically will be given the option to participate in the Check In/Check Out program. The students will check in with a designated teacher at the beginning of every school day to receive a progress report that all of their teachers will be required to fill out. The teachers will rate the students on their ability to arrive to class on time, ability to complete their homework and class work in a timely fashion, and so on. At the end of the day, the students will return to their check out teachers and the teachers will note the scores that the students received. The students will then bring the progress reports home for their parents/guardians to review. This allows the parents/guardians to be able to get a daily progress update so that they can see, in a timely fashion, how their students are performing. Students may also receive rewards if they achieve a certain number of points by designated time periods.

Category:

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
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

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	09/03/2013	06/14/2017	\$0	No Funding Required	Dawn Paultanis, Mimma Palazzolo, Kelly Walters
--	--------------------------	--------	----------	------------	------------	-----	---------------------	--

Status	Progress Notes	Created On	Created By
Completed		May 19, 2017	Jessica Shultz

Strategy 2:

Restorative Liaison - A Restorative Liaison would be hired to do the following:

- Work with staff and students as the Restorative Practice advisor
- Coordinate and conduct the state-mandated restorative practice initiatives
- Coordinate with Administration on all restorative practice activities and protocols
- Hold mediations between students who are in conflict (Restorative Circles)
- Manage and monitor students performing restorative practice activities
- Conduct trainings with staff and students on restorative practices
- Attend restorative practice conferences and schools using RP strategies
- Research best practices in terms of restorative practices
- Create and maintain relationships with community for service projects
- Drive to community service project sites to conduct reviews of students and program
- Mentor, meet with weekly, and assist with the identification of at-risk students
- Schedule, attend, and direct meetings with families of at-risk students
- Mentor and Monitor students who are on a PBIS tier 3 behavior/academic plan
- Work as the PBIS tier 2 check-in checkout coordinator
- Attend monthly PBIS committee meetings

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

School Improvement Plan

Oscar A. Carlson High School

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	09/05/2017	06/13/2018	\$30000	Section 31a	Restorative Liaison

Goal 5: All students at Carlson High School will improve proficiency in Science.**Measurable Objective 1:**

35% of All Students will demonstrate a proficiency reading charts and graphs in Science by 06/13/2018 as measured by PSAT/SAT, M-STEP, and local assessments

Strategy 1:

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

Category: Science

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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Students will be able to examine scientific data and analyze the information through direction instruction, lab components, and formative assessment feedback.	Implementation, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department
--	------------------------------------	--------	-----------	------------	------------	-----	---------------------	--------------------

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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: Science

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.

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

Tier: Tier 1

Activity - SAT and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department

School Improvement Plan

Oscar A. Carlson High School

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 and M-STEP 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	Science Department

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		08/28/2017	06/13/2018	\$0	No Funding Required	Science Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Intervention, Enrichment & Student Mentoring, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Science Department</p>
--	---	---------------	------------------	-------------------	-------------------	------------	----------------------------	---------------------------

(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: Science

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment /Intervention & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department
---	--	--------	---------------	------------	------------	-----	---------------------	--------------------

Activity - M-STEP After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One Teacher

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All Staff

(shared) Strategy 5:

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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Measurable Objective 2:

A 5% increase of All Students will increase student growth in science reading comprehension skills in Science by 06/13/2018 as measured by local and state assessments.

Strategy 1:

Summarizing Material - By improving their note taking skills, students should be able to utilize, practice and/or engage in summarizing content-specific material. Students will be exposed to direct instruction strategies designed to help them learn how to take notes that lead to summarization.

Category: Science

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

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

Tier: Tier 1

Activity - Scientific Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Educators will engage students in reading scientific literature for understanding and analyzing for application/synthesis.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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: Science

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 and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department

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

School Improvement Plan

Oscar A. Carlson High School

Teachers will review data from the SAT and M-STEP 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	Science Department
--	--------------------------------	--------	-----------	------------	------------	-----	---------------------	--------------------

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	Tier 1		08/28/2017	06/13/2018	\$0	No Funding Required	Science Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Intervention, Enrichment & Student Mentoring, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Science Department</p>
--	---	---------------	------------------	-------------------	-------------------	------------	----------------------------	---------------------------

(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: Science

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment /Intervention & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department
---	--	--------	---------------	------------	------------	-----	---------------------	--------------------

Activity - M-STEP After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One Teacher

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All Staff

(shared) Strategy 5:

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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Measurable Objective 3:

85% of All Students will collaborate to demonstrate the ability to review, analyze and synthesize current knowledge in Science by 06/13/2018 as measured by local assessments.

Strategy 1:

Current Scientific Information - Educators will engage students in class to review and analyze current scientific material and connect to theory and concepts that are being learning in each unit.

Category: Science

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

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

Tier: Tier 1

Activity - Scientific Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in a collaborative environment to design and produce scientific investigations.	Implementation, Career Preparation /Orientation	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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: Science

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 and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department

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

School Improvement Plan

Oscar A. Carlson High School

Teachers will review data from the SAT and M-STEP 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	No Funding Required	Science Department
--	--------------------------------	--------	-----------	------------	------------	-----	---------------------	--------------------

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	Tier 1		08/28/2017	06/13/2018	\$0	No Funding Required	Science Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Oscar A. Carlson High School

<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Intervention, Enrichment & Student Mentoring, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Science Department</p>
--	---	---------------	------------------	-------------------	-------------------	------------	----------------------------	---------------------------

(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: Science

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment /Intervention & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Science Department
---	--	--------	---------------	------------	------------	-----	---------------------	--------------------

Activity - M-STEP After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One Teacher

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All Staff

(shared) Strategy 5:

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

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching Staff

Goal 6: All students at Carlson High School will improve proficiency in Social Studies.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency in identifying key ideas and concepts in primary source documents in Social Studies by 06/13/2018 as measured by student performance PSAT/SAT, M-STEP, and local assessments.

Strategy 1:

Vocabulary - Students will read primary source documents and identify key vocabulary terms within the documents and identify the meaning of the terms based upon their context within the document. Students will utilize the vocabulary terms on an on-going basis in writing and in discussion.

Category: Social Studies

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

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

Tier: Tier 1

School Improvement Plan

Oscar A. Carlson High School

Activity - Primary Source Document Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies courses will identify key vocabulary terms in each primary source document introduced in class and develop assignments based upon the terms identified. Students will be required to identify the terms on formative assessments and use on an on-going basis in writing and discussion.	Implementation, Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Strategy 2:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Analysis worksheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop multiple activities and practices in common to aid students in the analysis of primary source content	Implementation, Curriculum Development	Tier 1	Implement	09/01/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

(shared) Strategy 3:

Professional Learning Community/Data Team - Each PLC 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.

School Improvement Plan

Oscar A. Carlson High School

Category: Social Studies

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 - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT and M-STEP assessments 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/28/2017	09/15/2017	\$0	No Funding Required	Social Studies Department

Activity - Research-Based Instructional Activities	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	Tier 1	Implement	09/11/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

School Improvement Plan

Oscar A. Carlson High School

Activity - SAT and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment, Intervention, & Student Mentoring, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

(shared) Strategy 4:

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.

School Improvement Plan

Oscar A. Carlson High School

Category: Social Studies

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Intervention, Enrichment, & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - M-STEP After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on M-STEP-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One teacher
--	---	--------	-----------	------------	------------	--------	-------------	-------------

(shared) Strategy 5:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All staff

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 6:

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.	Professional Learning	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching staff

Measurable Objective 2:

46% of All Students will demonstrate a proficiency in interpretation and application of charts, graphs and maps. in Social Studies by 06/13/2018 as measured by student performance on PSAT/SAT, M-STEP, and local assessments.

Strategy 1:

Charts and Graphs Integration - Teachers will integrate charts and graphs into each learning unit for all core social studies courses. Teachers will use formative and

SY 2017-2018

Page 90

School Improvement Plan

Oscar A. Carlson High School

summative assessments to monitor student understanding and create interventions for students who demonstrate difficulties in understanding charts and graphs.

Category: Social Studies

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

Tier: Tier 1

Activity - Lesson development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons involving charts, maps, and graphs will be developed for each unit in the core social studies classes at Carlson High School.	Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - Assessing Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop questions to be included on formative and summative assessments that focus on the skills associated with interpreting charts, maps, and graphs. Each unit exam will include at least one chart, map, or graph along with questions relating to the chart or graph. Questions will be structured in a manner similar to the SAT and M-STEP.	Academic Support Program, Evaluation	Tier 1	Evaluate	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

(shared) Strategy 2:

Professional Learning Community/Data Team - Each PLC 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: Social Studies

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

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Oscar A. Carlson High School

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 - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT and M-STEP assessments 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/28/2017	09/15/2017	\$0	No Funding Required	Social Studies Department

Activity - Research-Based Instructional Activities	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	Tier 1	Implement	09/11/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

School Improvement Plan

Oscar A. Carlson High School

Activity - SAT and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment, Intervention, & Student Mentoring, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

(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: Social Studies

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.

School Improvement Plan

Oscar A. Carlson High School

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Intervention, Enrichment, & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - M-STEP After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on M-STEP-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation, Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One teacher

School Improvement Plan

Oscar A. Carlson High School

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All staff

(shared) Strategy 5:

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.

School Improvement Plan

Oscar A. Carlson High School

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.	Professional Learning	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching staff

Measurable Objective 3:

46% of All Students will demonstrate a proficiency in reading comprehension in Social Studies by 06/13/2018 as measured by student proficiency in PSAT/SAT, M-STEP, and local assessments.

(shared) Strategy 1:

Professional Learning Community/Data Team - Each PLC 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.

School Improvement Plan

Oscar A. Carlson High School

Category: Social Studies

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 - SMART Goal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data from the SAT and M-STEP assessments 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/28/2017	09/15/2017	\$0	No Funding Required	Social Studies Department

Activity - Research-Based Instructional Activities	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	Tier 1	Implement	09/11/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

School Improvement Plan

Oscar A. Carlson High School

Activity - SAT and M-STEP Type Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Activity - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment, Intervention, & Student Mentoring, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

Strategy 2:

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

Category: Social Studies

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

School Improvement Plan

Oscar A. Carlson High School

Tier: Tier 1

Activity - Reading Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons involving identifying facts and data and making inferences from content readings will be developed for each unit in all social studies classes at Carlson High School.	Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department

(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: Social Studies

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 - Marauder Pride Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Intervention, Enrichment, & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	Social Studies Department
---	---	--------	---------------	------------	------------	-----	---------------------	---------------------------

Activity - M-STEP After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on M-STEP-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation, Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	Section 31a	One teacher

(shared) Strategy 4:

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, student showcase in MPT enrichment, 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 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	General Fund	All staff

(shared) Strategy 5:

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

School Improvement Plan

Oscar A. Carlson High School

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.	Professional Learning	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Other	Central Office, Building Administration, and Teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Close and Critical Reading RESA Workshop	Professional Learning	Tier 1	Evaluate	09/05/2017	06/13/2018	\$225	English Department
Professional Development/Collaboration	Teachers will develop classroom libraries within each English classroom and expectations for students regarding the level of independent reading that is expected from each grade level of student. Using the strategies in Penny Kittle's book, Book Love, teachers will incorporate increased levels of independent reading in their classrooms.	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$4000	English Department
Digital Portfolios	Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	All Staff
Digital Portfolios	Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	All Staff

School Improvement Plan

Oscar A. Carlson High School

Professional Development	Writing with the Experts Remix (Penny Kittle Session)	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$800	Gina Ventrella and Erika Madgwick
Digital Portfolios	Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	All staff
Digital Portfolios	Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Reflection and Assessment in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	Math Department
Digital Portfolios	Each 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. A small portion of the population will utilize their portfolio to "go public", sharing this information with others to discuss the impact on and connection to this learning on their lives.	Implementation, Other - Assessment and Reflection in Student Learning, Getting Ready	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	English department

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment /Intervention & Student Mentoring, Behavioral Support Program	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	Science Department
SAT Prep Course	Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.	Implementation, Direct Instruction	Tier 1		09/05/2017	06/13/2018	\$0	Two math teachers and one English teacher
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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All staff except Math department members

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 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		08/28/2017	06/13/2018	\$0	Science Department
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.	Academic Support Program, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/13/2018	\$0	English Department
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	08/28/2017	09/15/2017	\$0	Math Department
Lesson development	Lessons involving charts, maps, and graphs will be developed for each unit in the core social studies classes at Carlson High School.	Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Social Studies Department
Marauder Pride Time	Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. Initially, teachers will be implementing relationship-building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	Math Department

School Improvement Plan

Oscar A. Carlson High School

Carlson Cares	Students are involved in a variety of community based activities which involve them in philanthropic endeavors designed to promote awareness of issues in the surrounding communities and appreciation for their current position within the society.	Community Engagement	Tier 1	Evaluate	09/06/2016	06/14/2017	\$0	Interact and Carlson Cares Sponsors
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	09/03/2013	06/14/2017	\$0	Dawn Paultanis, Mimma Palazzolo, Kelly Walters
Assessing Charts and Graphs	Staff will develop questions to be included on formative and summative assessments that focus on the skills associated with interpreting charts, maps, and graphs. Each unit exam will include at least one chart, map, or graph along with questions relating to the chart or graph. Questions will be structured in a manner similar to the SAT and M-STEP.	Academic Support Program, Evaluation	Tier 1	Evaluate	09/05/2017	06/13/2018	\$0	Social Studies Department
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	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Math Department
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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	English Department

School Improvement Plan

Oscar A. Carlson High School

<p>Marauder Pride Time</p>	<p>Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.</p>	<p>Academic Support Program, Other - Intervention, Enrichment, & Student Mentoring, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Social Studies Department</p>
<p>Professional Development</p>	<p>Teachers will review the resources provided to them through professional development with the Big Ideas company as well as coordinate these assessments in our PLC's with other teachers teaching common classes. The new textbooks also provide performance task which allows students to put the concept in a real world example and explain why/how it works. These performance tasks will also have students thinking at a much higher level and dealing with more rigor.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Math Department</p>
<p>Scientific Collaboration</p>	<p>Students will work in a collaborative environment to design and produce scientific investigations.</p>	<p>Implementation, Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Science Department</p>
<p>Understanding Charts and Graphs</p>	<p>Students will be able to examine scientific data and analyze the information through direction instruction, lab components, and formative assessment feedback.</p>	<p>Implementation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Science Department</p>
<p>SAT Prep Course</p>	<p>Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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.</p>	<p>Implementation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>01/29/2018</p>	<p>\$0</p>	<p>One English teacher and two Math teachers.</p>

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention & Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	English Department
Analysis worksheets	Teachers will develop multiple activities and practices in common to aid students in the analysis of primary source content	Implementation, Curriculum Development	Tier 1	Implement	09/01/2017	06/13/2018	\$0	Social Studies Department
Research-Based Instructional Activities	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	Tier 1	Implement	09/11/2017	06/13/2018	\$0	Social Studies Department

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention & Enrichment , Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Math Department
Marauder Pride Time	Students will have a half hour intervention period scheduled into their class schedules called Marauder Pride Time. This intervention period is designed to provide Data Teams an opportunity to respond to student needs regarding their learning. initially, teachers will be implementing relationship building strategies to develop a rapport with students who they will have for four years. Additionally, school wide implementation of SAT and M-STEP preparation will take place. Data teams will be piloting small implementations of providing intervention and enrichment to students during this Marauder Pride Time. Special education teachers will have access to their caseload of students so that they can provide targeted interventions based on student IEPs.	Academic Support Program, Other - Student Mentoring, Intervention , & Enrichment , Behavioral Support Program	Tier 2	Getting Ready	09/26/2016	06/14/2017	\$0	English Department

School Improvement Plan

Oscar A. Carlson High School

Unit Recovery	Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will receive one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	One English teacher
Unit Recovery	Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will receive one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. The two-week cycles will rotate between Algebra and Geometry. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Other - Targeted Instruction	Tier 2	Getting Ready	09/05/2017	06/13/2018	\$0	Math Department
Professional Development	Content Area Reading and Writing Institute	Implementation, Professional Learning	Tier 1	Evaluate	09/05/2017	06/13/2018	\$0	Trisha Boucher and Ron Jacobs
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	08/28/2017	06/13/2018	\$0	Math Department Data Teams

School Improvement Plan

Oscar A. Carlson High School

SAT and M-STEP Type Questions	Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Social Studies Department
Scientific Reading	All Educators will engage students in reading scientific literature for understanding and analyzing for application/synthesis.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Science Department
SMART Goal	Teachers will review data from the SAT and M-STEP 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	Science Department
Reading Integration	Lessons involving identifying facts and data and making inferences from content readings will be developed for each unit in all social studies classes at Carlson High School.	Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Social Studies Department
SAT Prep Course	Juniors will have access to an SAT Prep course that is on 3 rotations. One of the rotations will focus on Evidence-based Reading and Writing and two will focus on SAT Math and Statistics. 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	09/05/2017	01/29/2018	\$0	Two math teachers and one English teacher.
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, Teacher Collaboration	Tier 1	Implement	08/28/2017	06/13/2018	\$0	English Department Data Teams

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention, and Enrichment, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	English Department
SMART Goal	Teachers will review data from the SAT and M-STEP assessments 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 and M-STEP scores.	Monitor, Teacher Collaboration	Tier 1	Monitor	08/28/2017	09/15/2017	\$0	Social Studies Department
SAT and M-STEP Type Questions	Teachers will incorporate SAT and M-STEP like 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, Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Science Department

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Intervention, Enrichment & Student Mentoring, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Science Department
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.	Implementation, Teacher Collaboration	Tier 1	Implement	08/28/2017	09/15/2017	\$0	English Department
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	09/05/2017	06/13/2018	\$0	English Department Data Teams

School Improvement Plan

Oscar A. Carlson High School

Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. All students will receive a pass or fail based on a designated rubric that is the same for each class.	Academic Support Program, Other - Enrichment , Intervention , & Student Mentoring, Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	Social Studies Department
Marauder Pride Time	Students will have a half hour intervention/enrichment period scheduled into their class schedules called Marauder Pride Time. Each teacher will select to run an intervention, enrichment, or transition period during this time. The intervention period is designed to provide targeted instruction to students who show that they are struggling on a common assessment. It is teacher-directed and guided by instructional strategies chosen by data teams. Enrichment is designed to be SAT preparation or student-interest driven extension of a skill/standard/enduring understanding of a particular content area/curriculum. It is designed to be individualized, student-driven, facilitated, and documented through presentation and digital portfolio. The third option is transition designed to facilitate the move into and out of high school. Enrichment and transition are the first placement for students with intervention trumping this placement when assessment indicates that there needs to be an intervention to bring about student learning. 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 Mentoring, Intervention , and Enrichment , Behavioral Support Program	Tier 2	Implement	09/05/2017	06/13/2018	\$0	English Department

School Improvement Plan

Oscar A. Carlson High School

Primary Source Document Vocabulary	Social Studies courses will identify key vocabulary terms in each primary source document introduced in class and develop assignments based upon the terms identified. Students will be required to identify the terms on formative assessments and use on an on-going basis in writing and discussion.	Implementation, Curriculum Development	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Social Studies Department
Modeling Math Sources	Math courses will provide students will appropriate problems that can be modeled using mathematics, such as story problems. These concepts will be assessed through formative assessments in all classes. The use of Big Ideas Textbook will help with story problem implementation.	Curriculum Development	Tier 1	Monitor	09/05/2017	06/13/2018	\$0	Math Department

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Implementation	Tier 1		08/28/2017	06/13/2018	\$10000	Central Office, Building Administration, and Teaching 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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Central Office, Building Administration, and Teaching Staff
Positive Behavioral 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	08/25/2016	06/14/2017	\$5000	PBiS Committee
Carlson Rock Stars	Students will be awarded with gift cards from local businesses as positive reinforcement for behaviors being promoted in our school. Student names will be posted for recognition on the school's external sign, as well as be read on the news.	Behavioral Support Program	Tier 1	Evaluate	09/06/2016	06/14/2017	\$1500	CHS Administration and Staff

School Improvement Plan

Oscar A. Carlson High School

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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Central Office, Building Administration, and Teaching Staff
Picnic with the Principal	Monthly meetings between the principal and students to discuss issues relevant to the student body and solicit feedback from stakeholders	Communication			09/03/2013	06/01/2015	\$500	Michael Pehote
PBIS	Throughout the school year, Marauder Captains will bond with their mentees in Link Crew fashion and help students academically, socially, and emotionally	Behavioral Support Program	Tier 1	Evaluate	08/25/2016	06/14/2017	\$5000	PBiS Committee
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.	Implementation	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Central Office, Building Administration, and Teaching 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.	Professional Learning	Tier 1	Implement	08/28/2017	06/13/2018	\$10000	Central Office, Building Administration, and Teaching staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SAT After School Tutoring	A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/18/2017	06/13/2018	\$5000	One teacher
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	09/05/2017	06/13/2018	\$30000	Restorative Liaison

School Improvement Plan

Oscar A. Carlson High School

SAT After School Tutoring	A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Other - Test Preparation	Tier 2	Implement	09/05/2017	06/13/2018	\$5000	One teacher.
SAT After-School Tutoring	A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/18/2017	06/06/2018	\$5000	One teacher.
Unit Recovery	Students will have an opportunity to learn material that they have not shown proficiency on in mathematics by attending an after-school unit recovery program. During this program, students will received one week of instruction (4 days) and then one week of follow up one-on-one support with a tutor. At the end of the two-week cycle, students will re-take the assessment and replace their assessment grade with the new grade they earned. This would be available for students who are not successful during English 9B. Transportation will be provided to ensure that this is not a deterrent to attending this after-school session.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/05/2017	01/29/2018	\$5000	One English Teacher
M-STEP After School Tutoring	A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on M-STEP-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	One teacher
M-STEP After-School Tutoring	A teacher will hold after school SAT/M-STEP Preparation Sessions available to all students who would like to attend. Specific focus will be placed on SAT-like questions, calculator and no-calculator questions, practice tests, and test-taking strategies. Transportation will be provided to ensure that it is not a deterrent to student attendance.	Other - Test Preparation , Direct Instruction	Tier 1	Implement	09/18/2017	06/13/2018	\$5000	One Teacher