School Improvement Plan

Carney-Nadeau School

Carney-Nadeau Public Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Carney-Nadeau Public School is a single-building K-12 district located in the center of a small, rural community that is home to approximately 300 residents. CNPS has a sterling reputation as a district wherein the entire staff truly cares about the success and well-being of each and every student. This positive word-of-mouth has led to a steady influx of new students. For the third year in a row, in fact, our student populace has once again increased. . Presently, we serve approximately 260 students with a staff of 17 teachers at the elementary, junior high, and high school levels. With well over 60% of our student population qualifying for free or reduced lunch, the majority of our kids come from economically disadvantaged families, some severely so. This is especially true of our new and school-of-choice students, who frequently come to CNPS because they haven't been able to fit in elsewhere. This segment of our populace is particularly prone to transience; though, increasingly, students who come to our school from elsewhere do tend to stay. In terms of racial demographics, we are predominately comprised (meaning in excess of 90%) of Caucasian students.

Our school is located in an area that is roughly equidistant from three much larger districts to the north, south, and west. Many of our the new hires on our teaching staff come from these comparatively urban areas. Subsequently, there is a tendency among the younger contingent of our teachers to spend a year or two in our classrooms until a higher paying position opens up closer to home. Our junior-high and high school English position had been especially volatile with four teachers occupying that position in the past four years, though it appears that now we have found a teacher who intends to stay. She is in fact, in the process of successfully completing her second year, and she has voiced her intention to return. Due mostly to a series of senior teachers retiring, we will be looking to fill four positions (out of a total of 17) for the start of the 2015-16 school year.

As is true of most public schools in Michigan, CNPS has faced numerous challenges over the past few years in adopting governmental mandates and keeping pace with forthcoming changes in our various curriculums while ever mindful of budgetary constraints. The influx of new students, when coupled with increases in the per-pupil allowance and an increased sense of fiscal conservancy has led us to anticipate a balanced or even a surplus budget for the 2015-16 school year. Subsequently, we have been able to update our school's technology in terms of both its infrastructure and its hardware, and we have completely replaced our science curriculum with updated textbooks and materials. Plans are in the works to do a similar overhaul of our teaching materials for mathematics as well. We have successfully pursued several local grants, and these have dramatically helped us make improvements to our campus, particularly our classrooms.

Ultimately, Carney' small size allows for more personalized instruction and individual attention than can perhaps be offered at larger schools. Our teachers not only know their students' specific learning needs, they also know their families and their backgrounds, which allows us to identify problems and implement solutions before issues become out of hand. The familiarity is indicative of our close-knit community; it's one wherein we all work tirelessly to ensure all students succeed.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose and Vision Statement: Carney-Nadeau Public Schools are deeply committed to ensuring the continued success of every child and young adult who steps foot in our buildings. Our primary goal is to equip students with the intellectual and social skills necessary to thrive not only as participants in college classrooms or as members of the professional workforce, but as responsible and contributing citizens in their own communities as well. And just as we are firmly dedicated to helping students attain the brightest possible futures, so, too, are we equally devoted to ensuring that they are safe, happy, comfortable and secure here in the present. Our staff holds itself to the highest of standards and students here at Carney consistently reap the rewards of all that we strive to offer them.

Belief Statement: At Carney-Nadeau Public Schools we believe: All students can learn and have the right to a meaningful education; each student has dignity and worth; all aspects of the community equally share the responsibility of educating its citizens; Students should accept responsibility for their learning. CNPS holds its students to exceedingly high standards both in terms of academics and behavior. We adhere to the MiBlisi program to promote, reward, track, and assess our students behavioral traits, which, in turn, leads to increased academic success. Our teachers have worked hard to implement cohesive curriculi from one level to the next. The Michigan Merit Curriculum is of course strictly adhered to in the high school, and we continue to post modest gains in our ACT/MME scores. Our graduation rates are exceedingly high, as is the percentage of our students who continue onto college or trade schools.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Carney School has made some rather dramatic improvements and expansions this past year in terms of the instructional offerings and educational opportunities we provide to our students, and, by extension, their families. For one, we have partnered with a neighboring district to offer vocational education classes to our junior and senior students. Despite the sluggish economy, our area is fairly vibrant in terms of its economic growth. In turn, numerous local companies are looking to hire employees who are well-skilled in technical trades such as welding and home building. As a means to help our students fill these needs, we have worked very hard to provide them with the kinds of classes that will allow them to land desirable jobs immediately after high school. To further achieve this end, we are, as of the 2015-16 school year, offering both an Agricultural Science and a Business Management program to our junior-high and high-school students.

Additional Information

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

CNPS has enjoyed numerous past successes--academic, athletic, and otherwise--and yet we are not ones to rest upon our laurels. We know that in order to thrive as a district, we need to be in a constant state of self-improvement. The additions we've made to our educational offerings this year (Ag-Science Program, Voc-Ed classes, Full-Day Young 4's, etc) have led to a monumental increase in the administration's workload, and they have led to additional monetary outlays from our general fund; and yet, the increased opportunities we're able to offer our students and the corresponding increase in their overall preparedness to embrace challenges upon graduation makes these labor-intensive efforts well worthwhile. Additionally, we have made a concerted effort this year to increase the SAT scores posted by our juniors. An intensive essay writing unit, a focus on Science literacy, and several full-blown practice tests have all contributed to boosts in most students scores from the time we pre-tested them in the fall to when they took the official test in the spring. Based on the scores we've seen so far, these efforts very much appear to have paid off.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our schools' improvement teams have been specifically designed to encompass representatives from all school stakeholder groups. In addition to the Superintendent/Principal, who, among his other tasks, devises the schedules for team meetings, writes the agenda for same, and serves as the author of the school improvement plan, the team contains members from the teaching and paraprofessional staffs, as well as parents from the surrounding community. When making requests for our own employees to join, care was taken to select both veterans and recent additions to our staff. Additionally, we now have a newly appointed full-time Principal who has provided some valuable input as to his experiences as a first-year administrator. This sort of diversity not only works to ensure that our school's traditions and high standards are upheld, but it also affords us fresh perspectives as to what sorts of approaches are being successfully employed at other schools and what sort of deficiencies are most apparent at our school to an outsider looking inward. Carney School is located in such a tight, close-knit community, that we never seem to face any shortage of volunteers when we seek to recruit new members to our team. As such, our recruitment efforts are primarily comprised of direct conversations with prospective members. It's always difficult to schedule meetings for a large group of people in such a manner to guarantee that every member will be able to attend, but the school was exceedingly flexible as to when these meetings could be held. Wednesday evenings seemed to work best for our team, as there tends to be no sporting events scheduled on that particular day of the week.

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

As has been true in years past, this year the Superintendent/Principal once again served as the leader/coordinator on the School Improvement Team. He was responsible for scheduling meetings, drafting agendas for same, providing input toward the improvement process, and transferring the information discussed at these meetings into the School Improvement Plan. This year, however, the Superintendent was aided in the SIP process by our newly hired full-time assistant Principal, Mr. John Eichhorn. Not only did Mr. Eichhorn help inform the content of our meetings with ideas and information, he also headed up the Program Evaluation portion of this year's State reporting.

Three teachers (two from elementary and one from high school) contributed to the improvement plan process by informing the goals setting, gathering and analyzing data, and informing our discussions as to how our students' scores on State-standardized testing might best be improved. To that end, their voices and ideas proved to be especially invaluable when assessing the schools' present strengths and weaknesses. Similarly, our parental member informed the scope of our academic goals by speaking of the specific experiences, in terms of both benefits and deficiencies experienced by the three of her children who attend CNPS. As the head of the School Booster club, she is extremely active in the community and is prone to receiving lots of feedback on our educational processes from other parents as well. During our meetings, she would make a point to relay the compliments and concerns that were shared with her whenever was appropriate. Improvement Plan Stakeholder Involvement. Additionally, our paraprofessionals, having worked and communicated with students on a more singular basis to increase their proficiency in both reading and math, offered a unique perspective as to what challenges we presently face in terms of barriers to increased student performance.

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

The School Improvement Plan was explained in great detail to the entire teaching staffs at both buildings, first during our initial Professional Development days at the start of the school year, and on myriad occasions thereafter. The administrator at our Alternative School, Mr. Josh Sampson, frequently updated the Board at our monthly meetings about the content of the plan and his progress toward meeting the goals articulated therein. Parents, students, and community members at both schools have been informed that copies of the plan is available at no cost at either of our central offices and it has been made available online on our schools' website.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

In the past three years, CNPS has grown its student populace from a blended count of 239 students to an actual count of 256. This represents a 7% increase in overall enrollment, and is indicative of our growing reputation as a school that goes above and beyond to promote the success of our students. That being said, the transient nature of our student populace is an ongoing concern. Because we live in a community largely comprised of an economically disadvantaged populace, the potential that any family could up and move at any given time is always a very real possibility. And indeed, it's something that seems to happen all the time. The School Improvement Team has discussed this matter at length on numerous occasions, but, in the end, there's not much that can be done to change the socioeconomic dynamics of our local citizenry.

Student Demographic Data

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

Our rates of student attendance in both the elementary and high school levels have remained fairly consistent over the past three years; though that isn't to say that there isn't room for improvement. As a means to bolster student attendance, a reward system has been utilized in the elementary to good effect, and an exam exemption policy is being enacted in the high school for those students who miss less than three days per semester. The latter system has been employed in the past with a fair amount of success, and, having piloted it this year during 7th hour, we feel confident that it will work for us once again.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Over the past three years, our expulsion rates have never exceeded that of 1-2 students per school year. For two years in a row, we had a student-initiated bomb threat in our building, but this past year elapsed without a similar incident. This suggests that students have taken heed to the response the school gives for such infractions and have responded accordingly. In terms of days issued, the number of suspensions rose this year, but the number of students who received a suspension actually dropped. We had a issue with student drinking on an overnight field trip to Chicago this past year, which resulted in several students receiving 7-10 day suspensions from school. This caused our rate of suspensions to swell, but not in terms of the overall number of students who received suspensions.

Student Demographic Data

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

Though our intake of new students has, for the past three years now, outpaced the number of students who are leaving our district, it is

unclear at this time as to what can be done to curb student transience. So many of our kids come from economically disadvantaged homes, which, in turn, means that their personal lives, and those of their parents, tend to be fairly volatile. The two most common reasons that kids leave our district is because their mother or father moved away to take a job in a neighboring city (three of which are within 30-40 miles) or their primary caregiver has entered into a relationship that necessitates their moving away. These are issues that appear to extend beyond the school's capacity to solve and have long been one of the realities of life within our district.

As mentioned in a previous response, incentive programs have been/will be enacted at the elementary and high-school levels to help increase students' overall rate of attendance. These incentive programs also address rates of student disciplinary infractions and we expect to see a reduction in overall occurrences this year as a result.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We had a number of veteran teachers retire this year, and filling these vacancies has been a real challenge for us. We have been hearing for years now that fewer and fewer college students are pursuing careers in education, and, indeed, there just doesn't seem to be a pool of applicants from which to choose as their has been in years past. Similarly, we've had numerous turnovers in both our 4th grade and HS/JH English positions, both of which have been staffed with three different teachers in the past 3-4 years. Typically, a new teacher from out of town will take a job at our school only to depart after a year or two when a position opens up closer to their home. We are centrally located between 3 bigger cities, and, because our new teachers tend to come from these areas, we lose new teachers to these districts on a fairly regular basis. Without the consistency of the same teacher returning year after year, student learning almost can't help but be negatively affected.

Save for the addition of a newly created Assistant Principal position, our administration staffing has remained unchanged for the past four years.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Carney-School has had excellent success with hiring first-year teachers directly out of college, as they tend to be extremely ambitious and are able to effectively relate to and earn the respect of their students. As mentioned in a previous response, our difficulty has been in retaining these teachers. With a number of staff members retiring this year, our buildings cumulative rate of educator experience has dramatically declined. We have found promising replacements for a number of these vacancies, and we are certainly optimistic about their ability to deliver the same high quality of instruction as those who they have been hired to replace.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The rate of teacher absences has risen this past year due to a seemingly unending string of family emergencies and serious personal illnesses. Obviously, when a teacher is out of the room, student learning is going to suffer regardless of the sub/lesson plans he/she has in place. We're hoping, then, that this one year spike in absenteeism proves to be something of an anomaly.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

One always hopes that the knowledge educators gain from attending professional learning will offset the missed learning opportunities students incur during a teacher's absence. Thus far, that largely seems to be the case. When a teacher misses school due to illness, however, we always try to get the highest quality replacement and teachers are required to leave quality sub-plans any time they're out. Neither of these are the same as having the teacher in the room, however, so the more days a teacher misses that greater (negative) impact it will have on student learning.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

As this is a contract-bargaining year with our teachers, there are plans to bargain for a reduction in the number of sick days (currently at 12) and personal days (currently at 3) that a teacher annually receives. We will also be increasing the value of the "Attendance" category on our annual educator evaluations, which should work to ensure that teachers schedule appointments/take personal days at times which will have the smallest impact upon student learning.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In looking over the the strands/standards/indicators of our school systems review, it appears that our Leadership for Learning (in particular the "Instructional Leadership" Standard and the Teaching for Learning strands appear to be our school's strengths.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Currently, our "Assessment," "Professional Learning Culture" and "Professional Learning System standards stand out as our most pressing challenges.

12. How might these challenges impact student achievement?

Though we have been making strides in the area of implementing common student assessments on a regular an scheduled basis, we need to do a better job identifying the gaps in our curriculums and the weaknesses in our instructional approaches as a means to bolster student performance both on in-house assessments and standardized tests.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Beginning in the 2015-16 school year (though, in truth, the process partially began in 2014-15), the school will be implementing a series of Pre-SAT tests, the responses to which will then be analyzed by teams consisting of teachers and administrators. Because these tests so closely mirror the actual SAT, and because our teams get to see the exact questions that our students are most habitually answering incorrectly, our analysis--and subsequent adjustments to our curriculums--are going to be exceedingly valuable.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

CNPS is such a small school that we are extremely familiar with the needs of all our students, particularly those with learning disabilities. Assessments are administered to students several times a year as a means to identify those in need of intervention.

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

Credit-Recovery programs are available to students in grades 9-12. Also, an Americorp Tutor is in the process of being hired for the 2015-16 school year who we intend to provide Extended Learning Opportunities to students in grades K-5.

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

Any student in grade 9-12 who fails a class (or a semester thereof) is notified of the possibility for credit recovery.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teacher evaluations, Teacher Portfolios Power Walkthroughs, Curriculum Guides, Interim Assessment Data, Submitted Lesson Plans

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

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

In the elementary, almost all students identified as in need of "Strategic" or "Intensive" interventions on our multiple Diebles testing have been brought up to the "Benchmark" level. This suggests that the intervention strategies we've been employing on students who struggle with reading have been effective. Also, as a means to further bolster student performance and address deficiencies in our curriculums/instructional strategies, we had our juniors take the ACT test twice this year--once in September and then again in the Spring. Upon receiving the results of the December round of testing, we took great pains to bolster our test-prep efforts to specifically target areas of weakness and the end result was increased scores in every core subject, which of course included reading.

19b. Reading- Challenges

Despite our efforts, the reading scores posted by our juniors are still not where we want them to be. Whereas the average score at our school is is 17.25, the average at the other schools of which our ISD is comprised is 18.9. As of this writing, our M-STEP scores do not appear to be available for our viewing.

19c. Reading- Trends

Our ACT scores in reading have been declining slightly for the past few years. The number of students in need of intensive or strategic interventions appears to be holding fairly steady. That said, the rate at which we are successfully bringing said students up to benchmark level appears to be moving in a positive direction.

19d. Reading- Summary

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

As a means to further assist those students identified as in need of strategic or intensive interventions, we are in the process of hiring an AmeriCorps Reading Tutor. This is an extremely cost-effective means for increasing the push-in and pull-out supplemental instruction in the elementary. We will also be employing a series of interim assessments that goes above and beyond our Diebles testing. In the HS/JH levels, we will be administering a series of pre-SAT tests during each school year which should help us identify students' deficiencies and inform the adjustments we need to make in our curriculums and instructional strategies.

20a. Writing- Strengths

Of all our test-prep efforts, at least at the high-school level, none have proven to be more effective than the measures we have taken to improve performance in student writing. As a former teacher of English, both at the high-school and college levels, our Superintendent has spearheaded these efforts by instituting a comprehensive essay writing unit. This year, these efforts led to a 20% improvement in scores from the December round of testing to that which our juniors took in the Spring. We have plans to expand these efforts to the lower grades, albeit in a modified form. Also, the Superintendent will be teaching a 6th grade writing class this year, and that, too, should lead to stronger performance amongst that grade level.

20b. Writing- Challenges

Despite our efforts, our writing scores remain below the average scores of those at the other schools in our ISD. Of all subjects, we are the closest to the average in writing, but we still lag behind by a point or so.

20c. Writing- Trends

As with scores posted in our other subjects, writing scores have been on a slight decline. We're hoping the efforts we've instituted--which were articulated in a previous response will help to reverse these trends.

20d. Writing- Summary

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

The challenges presently faced by our writing program are going to be addressed by a more pervasive writing curriculum--one that focuses on essay-responses and the formal writing process to be implemented in grades 6-12.

21a. Math- Strengths

Math scores appear to be down slightly relative to the 2013-14 school year. However, we did see a marked increase in our scores on the Spring ACT test that our juniors took relative to the ACT test they took in December. This suggests that the intensive test prep effort we made in the months between the two tests were highly beneficial to students. As such, starting this year, we intend to implement these efforts starting in the 9th grade. We also have plans to institute a series of DieBels Math assessments throughout the school year in the elementary grades to help us earlier identify students who are struggling with this subject. This will allow us to provide supplemental interventions to students which should help them better keep pace with their peers. Also, a new math curriculum has been purchased for grades 3-11, and these updated instructional materials are more aligned with the expectations of the Common Core.

21b. Math- Challenges

As mentioned in the previous response, math scores have slipped slightly from years past. While we have a full-time AmeriCorps tutor hired to provide supplemental reading instruction/interventions in grades K-5, we don't have an equivalent full-time person for math. Simply put, we need more people in our building spending more time with the students who struggle with this subject.

21c. Math- Trends

Math has been trending slightly downward for the past few years.

21d. Math- Summary

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

High school students will be taking a series of SAT-aligned practice tests in math (and all other core subjects) this year, and part of our applicable teachers' annual evaluation score will hinge upon an increase in their students performance on these assessments on pre- and post- tests. This increase in practicing taking high-stakes tests should lead to a boost in overall scores. The new math curriculum and instructional materials should be more closely aligned to Common Core standards than the materials we've been using in the past, and this, too, should increase our scores, particularly in the elementary. The use of DiBels Math assessments will help us to identify students at risk of falling below grade expectations at an earlier time than has occurred in the past, and, by administering these assessments on multiple occasions, we will be able to ascertain how well our intervention strategies are working and if any adjustments/changes need to be made. Lastly, by hiring a full-time AmeriCorps tutor we will be gaining more hours for supplemental reading instruction, which should free up time for our other aides to more exclusively focus on Math.

22a. Science- Strengths

This year was the first year in which our new Science textbooks were used in grades 3-11. These texts are a vast improvement upon what has been used in years past both in terms of providing up-to-date information and in terms of overall rigor. Science literacy was emphasized on the high school level and, subsequently, we've noticed an increase in student performance on assessments, particularly on questions involving graphs. These efforts are going to become more pervasive at all grade levels starting in the 2015-16 school year.

22b. Science- Challenges

Science remains our lowest scoring subject both at the high school and at the elementary levels.

22c. Science- Trends

Science has consistently been the subject in which our students' performance is the lowest. This appears to be true across the State, but it remains a particularly vexing problem here at CNPS.

22d. Science- Summary

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

Having just implemented it this past year, it's early to how effective our new Science instructional materials are going to be. We hope that as students progress through the newly aligned curriculum, they are going to become more and more proficient in this core subject. ACT Science pre- and post tests are going to be used to gauge teachers' overall effectiveness. We plan to implement, too, an increased emphasis too, on Science literacy--primarily in reading graphs and understanding/utilizing the scientific process--on a more pervasive basis at the elementary level as well.

23a. Social Studies- Strengths

Social studies scores have held fairly steady for us for the past few years. We've been increasing our emphasis on Social Studies literacy, as opposed to memorization of facts/dates, this past year, and that appears to be paying off for us.

23b. Social Studies- Challenges

Despite our scores holding steady, they remain below state averages, so, clearly, we need to continue to bolster our efforts to improve social studies literacy amongst our students.

23c. Social Studies- Trends

As indicated in a previous response, social studies scores have held at a fairly constant level for the past few years for us.

23d. Social Studies- Summary

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

Social Studies literacy will continue to be emphasized

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

"All of my teachers explain their expectations for learning and behavior so I can be successful." "All of my teacher fairly grade and evaluate my work." "In my school, the buildings and grounds are safe, clean, and provide a healthy place for learning". "In my school my teachers want me to do my best work"."My teacher wants me to learn"

24b. Student Perception Data

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

"In my school, students respect the property of others", "In my school, students help each other even if they are not friends"; "My school considers students' opinions when planning ways to improve the school"; "I use a computer to learn at school"; My principal and teachers ask me what I think about the school."

24c. Student Perception Data

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

"In my school, students respect the property of others", "In my school, students help each other even if they are not friends"; "My school considers students' opinions when planning ways to improve the school"; "I use a computer to learn at school"; "My principal and teachers ask me what I think about the school."

With regard to students feeling that their peers don't respect the property of others, this has been a persistently low-scoring category for us. Though incidents of property destruction and vandalism are fairly rare, it's clear that each occurrence resonates rather deeply amongst the students. Our plan is to reduce the number of opportunities for these incidents to occur. Most thefts--by quite some margin--occur when money is left in a locker in the locker room. We are just going to have to further emphasize the importance of securing storing valuables. More signs, more announcements, more discussions with our high schoolers should help us achieve this end.

As for the perception of "students help each other even if they are not friends," I'm thinking that we need to open up more of a dialogue with our kids, and these conversations should occur on a more frequent basis. We could use these discussions to also address student's perceptions that the are not being asked their opinions when it comes to school improvement and how they feel about the school in general.

We have hired a staff member this year to bolster our tech offerings, so our elementary (and high school) students should have more access to technology than they have in years past.

25a. Parent/Guardian Perception Data

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

"Our school's purpose statement is clearly focused on student success" "Our school's governing body operates responsibly and functions effectively" "Our school has high expectations for students in all classes" "Our school provides opportunities for stakeholders to be involved in school" "All of my child's teachers help me to understand my child's progress"

25b. Parent/Guardian Perception Data

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

"Our school's purpose statement is formally reviewed and revised with involvement from parents" "Our school has established goals and a plan for improving student learning" "Our school communicates effectively about the school's activities and goals"

25c. Parent/Guardian Perception Data

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

There appears to be a pattern amongst the areas in which parents voice the lowest levels of satisfaction in that they all involve communication, or a perceived lack thereof. We need to provide more opportunities for parental voices to be heard, and the school improvement team feels that series of monthly "Principal Chats" that are open to the public would be an ideal means for us to accomplish this end.

26a. Teacher/Staff Perception Data

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

"Our school's purpose statement is clearly focused on student success" "In our school, related learning support services are provided for all students based on their needs"; "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience" "Our school maintains facilities that support student learning" "Our school maintains facilities that contribute to a safe environment" "Our school leaders monitor data related to student achievement"

26b. Teacher/Staff Perception Data

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

"Our school's leaders effectively engage with all stakeholders about the school's purpose and direction"; "In our school, staff members provide peer coaching to teachers"; "Our school's governing body or school board complies with all policies, procedures, laws, and regulations"; Our school's governing body or school board maintains a distinction between it's roles and responsibilities and those of school leadership" "Our school's leaders support an innovative and collaborative culture"

26c. Teacher/Staff Perception Data

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

Staff surveys were administered during a time when the Board was making decisions regarding staff reductions, and we feel that this may have contributed to the low levels of satisfaction to questions regarding the school's governing body. That being said, it is clear that both the administration and the Board need to provide more communicative opportunities to staff members (as well as parents) and, as mentioned in a previous response, a series of meetings are in the process of being scheduled to help us achieve these ends.

27a. Stakeholder/Community Perception Data

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

"My community's schools provide teachers and staff members with opportunities to learn and improve their skills as professionals" "My community's school's employ quality staff members"; My community's schools have resources that are current and in good condition" "My community's students are respectful of school and community properties"; "My community's schools have adequate, clean, and well-kept facilities".

27b. Stakeholder/Community Perception Data

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

"My community's schools review and revise their purpose statements with involvement from community members" "My community's schools governing body or school board operates ethically without conflicts of interest"; "My communities school board or governing body is open to feedback and suggestions"

27c. Stakeholder/Community Perception Data

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

Here, too, we're seeing a lot of backlash from the school board's (at the time) recent decision to lay-off a few staff members. These lay-offs were carefully articulated to the public in a series of meetings, but this sort of change is almost always painful and, obviously, not everyone was satisfied with the Board's decision. We feel if we're open and transparent with the public--which we are--then we're pretty much doing all we can to fully explain the reasoning behind the hard choices that we're frequently forced to decide upon.

Summary

28a. Summary

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

The efforts we've made to improve student test scores in all core subject areas appear to be paying off, so much so that we now plan to increase those efforts to include a greater number of grade levels on a more pervasive basis. That said, we are below the state average in most catagories, so our professional development this year will likely once again almost exclusively focus on standardized testing. Our perception data results were largely positive, though we are seeing our lowest scores in many of the same categories as last year. As mentioned in a previous response, these surveys were administered at a time when numerous changes were being proposed in our staff and to our 2015-16 class schedule, so we feel that apprehension regarding these changes--which now appears to have subsided--led to slightly lower results. In terms of demographics, our most pervasive problems, that being with teacher retention, is largely beyond our control and has more to do with the school's physical locale than with any deficiency inherent to our daily operation. We are located within 30 miles of three comparatively large cities, and many of our new hires come to us from these areas. They work for us for a year or two, and appear to be happy doing so, but when a position opens up closer to home, the prospect of less driving time and a higher rate of pay is more than they can resist.

28b. Summary

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

Our problems with teacher retention--which are most pervasive in our 4th grade position and our HS/JH position, can negatively impact student performance by depriving them of the continuity that comes from employing the same teacher year after year. It's a frustrating problem, and as mentioned in a previous response, one that appears to be without an easy and effective solution. With regard to our perception data, if parents and students feel that they are not being included when it comes to decisions regarding the school, they're likely going to be less invested and involved in the school's success. Clearly, we need to provide more opportunities for dialogue between the Board/administration and members of the local populace as a means to increase their buy-in and their input as to how the school is run. It is clear, too, that our efforts to increase student performance through intensive instruction and test-prep appears to be paying off, but more of it needs to be done starting at earlier grade levels on a more pervasive basis.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges regarding student performance will be addressed by stepped-up efforts in the area of test preparation. This is going to be done on a more coordinated and pervasive basis than has been done in years past. Our new math curriculum should be poised to assist us

in offering classroom instruction that is better aligned with the Common Core standards. All PD this year will be devoted in increasing student performance and preparing them for standardized tests. We intend to offer more avenues of communication between the Board/administration and the general public, which should help bolster some of our lower scores on the perception data surveys. New teachers will be paired with mentors who will be playing a more active role in their day to day experience here at the school.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

In the past three years, CNPS has shrunk its student populace from a blended count of 239 students to an actual count of 236. The bulk of this change occurred last year when we had a large number of families moving out of the area. Most said that they were very pleased with their child(ren)'s experiences here at our school, but were leaving by dint of a new employment opportunity, change in relationship status or other such reason that is far beyond the school's control. This egress, we feel, is indicative of the transient nature of our student populace. Because we live in a community largely comprised of an economically disadvantaged citizenry, the potential that any family could up and move at any given time is always a very real possibility. And indeed, it's something that seems to happen all the time. The School Improvement Team has discussed this matter at length on numerous occasions, but, in the end, there's not much that can be done to change the socioeconomic dynamics of our local citizenry. There are seemingly endless reasons as to why families move out of our county or even our state; given the lack of employment opportunities in the immediate area, there reasons for staying/moving back are much more finite in scope.

Student Demographic Data

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

Our rates of student attendance in both the elementary and high school levels have remained fairly consistent over the past three years; though that isn't to say that there isn't room for improvement. As a means to bolster student attendance, a reward system has been utilized in the elementary to good effect, and an exam exemption policy is being enacted in the high school for those students who miss less than three days per semester. The latter system has been employed in the past with a fair amount of success, and, having piloted it this year during 7th hour, we feel confident that it will work for us once again.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Over the past three years, our expulsion rates have never exceeded that of 1-2 students per school year. This past year, in fact, there were zero expulsions.   For two years in a row, we had a student-initiated bomb threat in our building, but this past year elapsed without a similar incident. This suggests that students have taken heed to the response the school gives for such infractions and have responded accordingly. This past year, with one exception, we didn't have a suspension that exceeded three days. On the whole, we've really been trying to find alternative forms of discipline than simply booting kids out of school for serious offenses. Many improvements still need to be made, but, at least thus far, our efforts appear to be working.

Student Demographic Data

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

As indicated in a previous response, it is unclear at this time as to what can be done to curb student transience. So many of our kids come from economically disadvantaged homes,which, in turn, means that their personal lives, and those of their parents, tend to be fairly volatile. The two most common reasons that kids leave our district is because their mother or father moved away to take a job in a neighboring city (three of which are within 30-40 miles) or their primary caregiver has entered into a relationship that necessitates their moving away. These are issues that appear to extend beyond the school's capacity to solve and have long been one of the realities of life within our district. As mentioned in a previous response, incentive programs have been/will be enacted at the elementary and high-school levels to help increase students' overall rate of attendance. These incentive programs also address rates of student disciplinary infractions and we expect to see a reduction in overall occurrences this year as a result. We also intend to start a new program where we more frequently "check in" with families and students who are new to our school. This idea is still in the planning stages, but we recognize the need for us to more frequently reach out to parents and kids who are new to our community/district.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

For the past several years, the most seniored members of our teaching staff have been retiring at a fairly steady rate, and filling these vacancies has been a real challenge for us. We have been hearing for years now that fewer and fewer college students are pursuing careers in education, and, indeed, there just doesn't seem to be a pool of applicants from which to choose as their has been in years past. To use but one example, we had a total of three applicants for an open 3rd grade position that we posted this summer. Only five years ago, we were consistently receiving 20-30 applicants for each opening. That being said, whereas for the past few years we have been forced to search for a new 4th and HS/JH English teacher each summer--largely due to the people who held these positions taking jobs closer to where they grew up--this year we're very pleased to report that both of these teachers are returning.   Typically, a new teacher from out of town will take a job at our school only to depart after a year or two when a position opens up closer to their home. We are centrally located between 3 bigger cities, and, because our new teachers tend to come from these areas, we lose new teachers to these districts on a fairly regular basis. Without the consistency of the same teacher returning year after year, student learning almost can't help but be negatively affected. Still, we're guessing that fewer members (if any) of our staff will be retiring after the 2016-17 school year which should mean that there will be fewer open positions to fill next summer. Obviously, the more teachers we can have return to our school from one year to the next, the more consistency there will be in our classrooms.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Carney-School has had excellent success with hiring first-year teachers directly out of college, as they tend to be extremely ambitious andare able to effectively relate to and earn the respect of their students. As mentioned in a previous response, our difficulty has been in retaining these teachers. With a number of staff members retiring this year, our buildings cumulative rate of educator experience has dramatically declined. We have found promising replacements for a number of these vacancies, and we are certainly optimistic about their ability to deliver the same high quality of instruction as those who they have been hired to replace.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The rate of absenteeism amongst our employees has been fairly consistent for the past several years. We had a few staff members this year take extended maternity leaves or leaves of absence to attend to a family member's illness. Those sorts of things are bound to occur, and are just a part of life. Beyond that, we've been pleased by the pains our teachers take to ensure that their absences will have minimal impact upon student learning. Their sub plans are of consistently high quality, and he have an impressive roster of subs willing to fill in whenever the need occurs. Clearly, nothing will be so effective as having the teacher in the room, but our staff is pretty conscientious with their absences.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The rate of absenteeism amongst our employees has been fairly consistent for the past several years. We had a few staff members this year take extended maternity leaves or leaves of absence to attend to a family member's illness. Those sorts of things are bound to occur, and are just a part of life. Beyond that, we've been pleased by the pains our teachers take to ensure that their absences will have minimal impact upon student learning. Their sub plans are of consistently high quality, and he have an impressive roster of subs willing to fill in whenever the need occurs. Clearly, nothing will be so effective as having the teacher in the room, but our staff is pretty conscientious with their absences.

Teacher/School Leader(s) Demographic Data

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

We've increased the starting salaries of our first year teachers, and hopefully, this will provide a financial incentive for them to stay in our district beyond those first few years. It seems that if we can get beyond year three with a new employee, he/she then forges bonds with the students and grows roots within the community that he/she is reluctant to break. Similarly, "Attendance" is part of the teacher evaluation system we have in place, and is part of the score they receive regarding their overall effectiveness. It's hoped that this will help minimize the number of times that teachers are absent from the classroom.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In looking over the the strands/standards/indicators of our school systems review, it appears that our Leadership for Learning and (in particular) the "Instructional Leadership" Standard and the Teaching for Learning strands appear to be our school's strengths.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

More than any other factor, it's clear to us that we need to do a better job mapping out our curriculums--not only in individual classrooms, but also as a means to achieve greater cohesion from one grade level to the next in core subjects--so that they're more closely aligned with the state's expectations. In our administration and analysis of practice SAT tests, we actually made a fair amount of progress toward attaining this end during the past year, but, to be sure, there remains much to be done.

12. How might these challenges impact student achievement?

By more closely aligning our curriculums to the content of state-standardized tests, we'll better prepare students to successfully answer the kinds of questions they encounter on end-of-year assessments which will of course improve our school's overall performance.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We need a greater degree of communication regarding the content of state assessments and more professional development where teachers work together to align their curriculums, both horizontally and vertically.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

CNPS is such a small school that we are extremely familiar with the needs of all our students, particularly those with learning disabilities. Students are closely monitored by our staff-members and our TItle 1 Coordinator in particular takes pains to ensure that those with learning disabilities receive the supplemental instruction that provides the best fit for their needs. Our principal frequently assesses students transcripts and makes recommendations to all students in need of our credit recovery programs, which, as of this upcoming school year, we are offering in-house. Additionally, Assessments are administered to students several times a year as a means to identify those in need of intervention.

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

This past year, we offered a "Homework Club" as led by an AmeriCorps tutor, after school for students who were struggling to keep pace in their classes. Participation was moderate, but those who took part in these offerings truly benefited from them. There is also a Gifted, Talented, and Interested afterschool program as well as in-house credit recovery.

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

Any student in grade 9-12 who fails a class (or a semester thereof) is notified, along with his/her parents, of the possibility for credit recovery. Our Homework Club and GTI program are both publicized on our school Facebook page, in newsletters/flyers sent home to parents.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teacher evaluations, Teacher Portfolios Power Walkthroughs, In-Class Observations, Curriculum Guides, Interim Assessment Data, Submitted Lesson Plans

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

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

In the elementary, almost all students identified as in need of "Strategic" or "Intensive" interventions on our multiple Diebles testing havebeen brought up to the "Benchmark" level. This has been made possible in no small part by the AmeriCorps tutor program in which our school participated this year. It was a very cost effective means to increase the coverage that our aides provide to our kids. In any case, this success rate suggests that the intervention strategies we've been employing on students who struggle
with reading have been effective. Also, as a means to further bolster student performance and address deficiencies in our curriculums/instructional strategies, we have been administering official SAT practice tests to our junior and sophomore students. This was of course the first year that our kids took the SAT, but the scores we've seen thus far have been very encouraging. We're seeing a dramatic increase in the number of students who rate proficient or higher in each of the tested core subject areas. The SAT of course measures reading proficiency and comprehension, and it very much appears as though our students are quite adept at both of these skills. This is very encouraging, and it's definitely a practice we're going to continue for the foreseeable future.

19b. Reading- Challenges

Well, despite the spike in our junior's scores this year, it's definitely not time to rest upon our laurels. This year's 11th grade class was especially academically inclined, but the group coming up behind them is definitely a lower-performing group, academically speaking. This year, our teachers participated in the practice SAT test as well, and that really gave them a sense of just how challenging these assessments are, and many of them adjusted their curriculums accordingly.

As of this writing, our M-Step scores have not been made available to us.

19c. Reading- Trends

With regard to our reading scores, there have been increases in some grades and decreases in others. On the whole, it appears we are holding steady, though in terms of cumulative performance, we're not yet where we need to be. The efforts of our instructional aides to identify students in need of strategic assistance and then bring them up to benchmark level have largely been successful, and yet those efforts haven't translated into higher overall scores. In response, we have increased our aide hours to provide a greater level of coverage (more time spent with more students) at the elementary levels.

19d. Reading- Summary

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

We will continue to implement DiBels testing several times a year, both to identify students in need of interventions and to monitor their overall progress. The Accelerated Reader program is popular with our students and seem to work fairly well to increase their fluency, so this, too, is something we will continue to utilize. With our aides working more hours than in years past, we should be able to provide this program on a more frequent basis to a greater number of classes. Thanks to a generous donation from our Parent Teachers' Organization, our kids have a greater number of books than ever before from which they can choose.

20a. Writing- Strengths

In prepping for the change from ACT to SAT testing for our juniors this year, it was determined that there has been a significant shift as to the type of writing that our high school students are expected to produce. Whereas in the past, students were asked to compose a persuasive response to a question that asked their opinion, the SAT calls for a bit more literary analysis in that students are asked to read an argumentative essay and then write as to how effective the author was at persuading his/her readers. In turn, we altered our classroom instruction to reflect this change. To start, a comprehensive, six-week unit on the basic tenets of literary criticism was implemented in our 11th grade classroom, and it was met with both enthusiasm and success. It's something we're going to keep for the foreseeable future, and we're even going to expand it into lower grade levels.

20b. Writing- Challenges

As previously mentioned, this year's juniors (last year's sophomores) are less academically inclined than our juniors from this year. As such, we're going to push our test prep efforts even harder than we have in the past--particularly in terms of writing.

20c. Writing- Trends

Perhaps more than any other subject, our writing scores fluctuate based upon the dynamic of that particular class. Some years our scores are off the charts, during others they dip dramatically. This makes it difficult to fault our curriculum, as it seems to work very well one year, only to fall the next. With class sizes as small as ours our (the average being around 17 students) the dynamic of the class itself would appear to be the largest contributing factor to success (or, indeed, the lack thereof). That said, the changes we made to our curriculums this year do appear to be effective, and it's an encouraging start as we head into the upcoming school year. We're going to expand upon what we've been doing, to be sure, but the basic format looks sound.

20d. Writing- Summary

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

As mentioned in a previous response, the shift from persuasive writing to literary criticism on the essay portion of the SAT brought about a rather sweeping change to our writing curriculum. With that change, we saw the need to make our teaching staff more aware of what the writing expectations were for our students on standardized tests. The staff themselves, then, were given a writing prompt very similar to the ones our juniors will receive, and their responses were then critiqued by the Superintendent, who holds a Master's degree in literature. The results were encouraging, and we feel the staff has a firmer grasp on the challenges our students face when it comes to the state's expectations of their writing abilities. Now that all teachers are familiar with the kind of writing being required, all teachers at the high school level (to varying degrees) are being asked to teach units on writing successful essay responses. This will provide our students with multiple exposures to the writing process, which, we hope, will translate into higher scores.

21a. Math- Strengths

Having secured a series of grants, Carney-Nadeau Public School recently updated its math curriculums with new textbooks/instructional materials in grades 3-11. Our previous texts were more than a decade old, so they were definitely in need of replacement. Our new

curriculums are common-core aligned and emphasize the "performance task" type of problems that kids are going to encounter on their state standardized tests. Our teachers have embraced these new materials, and we feel much more confident that our math curriculums are aligned with the State's expectations. If our student's scores on the math portion of this year's SAT are any indication, the changes we've made appear to be working quite well.

21b. Math- Challenges

Despite the updates to our curriculums, there remains room for improvement in our students' math performance at all grade levels. We continue to have a student or two fail Algebra 1 each year, despite our having instituted several "Math Lab" courses into our high school schedule. Similarly, our students at the elementary levels seem to struggle with the multi-step problems--known as "Performance Tasks"-- that are increasingly prominent on state-standardized tests. We are pleased that we've increased student exposure to these types of tasks, but students' comprehension and success with them is something we need to improve upon.

21c. Math- Trends

After a few years of stagnancy, we anticipate--largely by dint of our new curriculum and test prep efforts--that this year our math scores will be on the rise. Early score reports appear to confirm this.

21d. Math- Summary

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

Utilizing our new curriculums, our IXL supplemental math program, and various math labs, we will address the struggles our students have had with the performance task portions of the standardized tests and the failure rates in Algebra 1.

22a. Science- Strengths

With this year being the second in which we've utilized a new curriculum in grades 3-11, we were very pleased to see a rise in our science

scores. Previously, this was the subject with which we've struggled the most--particularly in our elementary grades--so it is especially pleasing to see that this trend is being reversed. With the addition of our Ag-Science program at the junior high and high school levels, there is a particular emphasis in our course offerings on the hard sciences. This increased exposure should translate to greater rates of student success.

22b. Science- Challenges

Despite the upswing in our scores, our performance in Science remains an ongoing concern. In fact, it remains our lowest-scoring subject area, though, indeed, this appears to be true for schools across the county if not the state as a whole. We do see progress, but we need to continue to expose our students to tasks that involve them to engage in the scientific method. It's not enough for them to simply know raw facts; rather it's crucial that they learn to draw conclusions and think critically about data that stems from experimentation.

22c. Science- Trends

After several years of stagnancy and/or decline, our science sores appear to be taking a turn for the better. We credit this to our updated science curriculums and increased emphasis on that subject in the high school and junior high levels.

22d. Science- Summary

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

Given the degree of changes that we've recently instituted, it's difficult for us to tell at this fairly early juncture, just what their impact will be. Even from this vantage point, though, it's clear that these efforts have been at least modestly successful.

23a. Social Studies- Strengths

We are pleased with the level of social studies literacy evinced by our students. This year, in prepping for the changes inherent to the SAT, we worked with our social studies teacher to increase her familiarity with the kinds of questions that are being asked on that assessment. We noticed, in looking over all the official practice tests, that there was an emphasis on readings and questions pertaining to women's rights and suffrage. In turn, we amped up our coverage of that particular epoch in American history. These efforts appear to have paid off, as our reading scores on the SAT were exceptionally high.

23b. Social Studies- Challenges

Despite the strengths discussed in the previous chapter, there remains a fair need for improvement in social studies. We need to emphasize, even more than we are now, the need for social studies literacy more than we emphasize dates and facts. Can our students read a passage

about history and understand what they've read and discuss it intelligently? This is very much the question we need to address, and we will do so in part by a greater emphasis on assessments that call for written responses and critical thinking as opposed to the more traditional "true/false" or multiple choice answer format.

23c. Social Studies- Trends

Social studies scores and student's grades in general have been holding fairly steady for the past several years. As is true of so many of our core subjects, the dynamics of a particular class--and that groups' proclivities toward academics in general--seems to be the greatest factor in student performance.

23d. Social Studies- Summary

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

We will respond to our present challenges with a continued emphasis on social studies literacy as opposed to memorization of facts and dates.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

"In my school, programs and services are available to help me succeed", "In my school, the principals and teachers have high expectations from me", "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught." "All of my teachers provide me with information about my learning and grades", "In my school the building and grounds are safe, clean, and provide a healthy place for learning", "In my school, a variety of resources are available to help me succeed", In my school, computers are up-to-date and used by teachers to help me learn", In my school, I can participate in activities that interest me", "My teachers tell me how I should behave and do my work", "My teachers care about students", "My school has many places where I can learn, such as the library", "In my school, the principal and teachers want me to learn", "In my school, I am learning new things that will help me".

24b. Student Perception Data

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

"In my school, I am treated fairly", "My teachers ask my family to come to school activities", "My principal and teachers ask me what I think about school" "In my school, all students are treated with respect", "In my school, students treat adults with respect", "All of my teachers change their teaching to meet my learning needs", "In my school, students respect the property of others", "In my school, students help each other even if they are not friends," "My school considers students' opinions when planning ways to improve the school,"

24c. Student Perception Data

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

Most of the areas in which students express the lowest levels of satisfaction have to do with matters of school culture and respect. A newly hired principal, Mr. John Eichhorn, has been hired to primarily focus upon improving the school climate in these very areas.

25a. Parent/Guardian Perception Data

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

"Our school's purpose statement is clearly focused on student success", "Our school has established goals and a plan for improving student learning," "All of my child's teachers give work that challenges my child", "All of my child's teachers use a variety of teaching and strategies

and learning activities" "All of my child's teachers help me to understand my child's progress," "All of my child's teachers report on my child's progress in easy to understand language", "our school provides an adequate supply of learning resources that are current and in good condition", "Our school provides a safe learning environment", "Our school provides students with access to a wide variety of resources to support their learning", "Our school provides opportunities for students to participate in activities that interest them", "Our school ensures that the facilities support student learning," "Our school ensures the effective use of financial resources"

25b. Parent/Guardian Perception Data

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

"Our school's governing body does not interfere with the operation or leadership of the school", "Our school shares responsibility for student learning with its stakeholders", "All of my child's teachers work as a team to help my child learn", "My child has access to support services based on his/her identified needs", "Our school provides excellent support services"

25c. Parent/Guardian Perception Data

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

Clearly, we need a greater degree of communication as to what's occuring in their child(ren)'s classrooms. Moreover, we need to increase the level of support we provide our students, and communicate with parents to a greater degree as to the options available to their kids.

26a. Teacher/Staff Perception Data

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

"Our school's purpose statement is clearly focused on student success", Our school's board complies with all policies, procedures, laws and regulations. Our school's governing body maintains a distinction between it's roles and responsibilities and those of the school's leaders" "Our school's leaders expact staff members to hold all students to high academic standards", Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning", "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills", "All teacher in our school use a process to inform students of their learning expectations and standards of performance", "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum", "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience", "Our school provides protected instructional time", "Our school maintains facilities that contribute to a safe environment", "Our school employs consistent assessment measures across classrooms and courses", "our school leaders monitor data related to school improvement goals"

26b. Teacher/Staff Perception Data

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

"Our school's purpose statement is formally reviewed and revised with involvement from stakeholders", "Our sschool's leaders engage effectively with all stakeholders about the school's purpose and direction", "In our school, a formal process is in place to support new staff members in their professional practice", "In our school, a professional learning program is designed to build capacity among all professional staff and support member. "Our school provides sufficient material resources to meet student needs", "Our school provides high quality student support services"

26c. Teacher/Staff Perception Data

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

A greater degree of communication--specifically face-to-face meetings--with teachers regarding the direction of our schools and which of its needs are going unmet.

27a. Stakeholder/Community Perception Data

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

My community's schools have goals and plans to improve student learning, My community's schools purpose statement is focused on student success, My community's school board allows school leaders to make day-to-day decisions, My community's school provide opportunities for student involvement, My community's school's provide a high-quality education for students, My community's schools have high expectations for students in all classes, My community's schools are safe for students staff and visitors, My community's schools have up-to-date technology for students and teachers to use,

27b. Stakeholder/Community Perception Data

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

My community's members participate in school-sponsored programs to help students with their career planning, My community's schools use their financial resources effectively, My community's schools use data to improve teaching and learning, My community's schools provide teachers and staff members with opportunities to learn and improve their skills as professionals, My community's schools have enough staff members to meet the needs of all students, My community's schools employ quality staff members, My community's schools seek opinions on how to improve student learning

27c. Stakeholder/Community Perception Data

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

The issues regarding hiring more staff members to service student needs are hard to address due to budgetary restrictions, but we need to find ways to provide a greater degree of coverage with the staff members we have. Not providing enough services outside the classroom appears to be a consistent low point in virtually all the survey response groups.

Summary

28a. Summary

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

At the student level, issues of respect, be it teachers respecting students, students respecting teachers, and students respecting each other remains an ongoing concern. As previously mentioned, it will be the focus of our new full-time principal to address these issues. School administrators need to do a better job communicating with stakeholders and will be focusing on doing so during the upcoming school year.

28b. Summary

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

Our biggest problem in terms of student achievement is not students' ability to learn but rather their attitude and lack of enthusiasm about doing so. There just seems to be a lack of concern regarding grades, and, obviously, this is going to negatively effect student preparedness for college or the working world. Again, though, this will be one of our focus areas that we work to improve during the upcoming school year.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The principal will be instituting programs and procedures that aim to increase the concern of our students.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://cnps.us/annual-education-report/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Adam Cocco Superintendent 151 North U.S. Highway 41 Carney, MI 49812	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2016 SPIP

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2015-16 School Compact

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

On numerous occasions during the 2014-15 school year, the School Improvement Team met to complete Carney-Nadeau Public School's Comprehensive Needs Assessment. Members of all stakeholder groups--meaning administration, teachers, parents, support staff members, Board members--etc contributed their input toward the document's completion.

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

Our various curriculums were analyzed to ensure alignment with Common Core and state-based standards. So, too, were our instructional strategies assessed to ensure that evidence-based practices were being employed on a consistent basis. We focused on ways in which both our Science and our Math curriculums and instructional materials could be updated and thus improved. Subsequently, a new, aligned and cohesive Science curriculum was purchased from McGraw Hill in grades 3-9. The same process is presently being used for our Math instructional materials--primarily Accelerated Math--which we now intend to use as a supplement to Common Core aligned series of texts and materials. Additionally, the effectiveness of our newly configured school programs--by which we primarily mean our Title 1 aides/Instructional Director system of target interventions--was examined and found to be a substantial improvement in terms of boosting student performance on local assessments relative to the configuration we had been using in years past. Demographic data indicates a continued pattern of newly enrolled students who come from severely economically disadvantaged backgrounds, and, in turn, it was determined that additional supplemental instruction and targeted interventions will be necessary to ensure these students' continued successes. Perception of the school regarding teachers' abilities to foster students' successes as well as perception concerning the effectiveness of the communication between teachers and students, students and the school administration, and administration and teachers/parents remains positive. Our intent is to make increasing student performance--particularly among persistently low achievers--a schoolwide priority, the effectiveness thereof we intend to measure with greater fidelity and efficacy through our revamped system of teacher evaluation.

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

School-wide goals were reformulated in response to a recent decrease in student performance on the M-Step state-standardized tests, and in response to the stagnating student scores on the SAT/MME. The school intends to enact a multi-tiered approach wherein both awareness and concern are heightened amongst parents and students by dint of an informational and other pervasive school-wide campaigns. Goals are now more reflective of the changes occurring in the content standards in that they seek to establish a greater depth of knowledge in all core-content areas. Student performance on local, interim assessments was also analyzed throughout the school year in a collaborative, collegial process between teachers and administrators and the new school goals have been adjusted as necessary.

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

The aim of all our goals for all students is to attain levels of proficiency in all core-content areas. Each goal addresses RTI and other such supplemental programs that will be utilized to identify the needs of children who are disadvantaged. Those students identified as in need of targeted interventions will receive specific and differentiated instruction from a number of sources in small group settings whenever possible.

Component 2: Schoolwide Reform Strategies

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

A new Science series has been purchased to help bolster the performance of all students in that content area. A similar strategy for the schoolwide Math curriculum has been implemented at the start of the 2015-16 school year. These updated, aligned, and cohesive newinstructional materials will help further ensure the success of all students. Additional personnel have been hired in the school's administrative positions for the express purpose of focusing on increasing the degree to which our curriculums are aligned and assessed and bolstering the effectiveness of our instructional strategies. We are in the process of researching a schoolwide writing program to be implemented at the start of the 2014-15 school year. RTI and co-teaching practices will continue through our special education department and Title 1 programs.

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

Updated research- and evidence-based instructional materials have been purchased in the content area of Science. Similar plans are in place for Math. These updated materials are a vast improvement over the outmoded texts we had been using. Bell-to-bell teaching--while already pervasive--is likely to become a mandatory schoolwide practice beginning in the 2015-16 school year. A common writing program will ensure greater continuity, reinforcement, and cohesion from one grade level to the next which is likely to have a beneficial effect on the quality of our classroom instruction. So,too, will the efficiency of our instruction increase as students will spend more time learning more aspects of a singular system of writing.

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

Our needs assessment--and, indeed, the data analysis by which that process was informed--revealed a need for improvement in the areas ofScience, Math, and Social Studies, and the aforementioned strategies have been/will be enacted and implemented to increase student performance and educator efficacy in these very areas.

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

Through the use of interim assessments, students with the most need for instructional intervention will be identified. Once identified, these students will receive differentiated instruction from the classroom teacher and/or the Title 1 teacher. Additionally a series of Aides, under the capable guidance of a Title 1 Instructor, will provide supplemental support.

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

The school will determine if these student needs are being met, through interim assessments, anecdotal evidence, direct observation, data analysis, and proficiency levels on standardized tests.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

1/18

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

The average level of instructional experience for teachers at CNPS is 9 years.

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

The school has revamped its pay steps to place the higher steps earlier in an educator's career. This should work to encourage quality teachers to remain in our district. We also have a successful teacher mentoring program in place that is working well to acclimate teachers, particularly during their first few months on the job. Also, the administration makes a point to frequently check in with new teachers to see how things are going. The administration also makes numerous in-class observations of new teachers to help them hone their instructional skills and solve any management problems they may be experiencing.

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

Not applicable

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

Not Applicable

Component 5: High Quality and Ongoing Professional Development

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

The majority of professional development for the 2016-17 school year will focus upon the implementation of a schoolwide writing system, better aligning our curriculum's to the state's expectations, and the use of interim assessment to gauge comprehension and instructional effectiveness. Both forms of PD will help teachers increase student performance which speaks to virtually all our SIP goals. Teachers have already attended several webinars regarding our new science curriculum and instructional materials and are now comfortable in the use of its online and hard-copy offerings.

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

Monthly staff meetings and periodic convening of the school improvement team ensure that analysis of the efficacy of our professional learning is sustained and ongoing. As the PD is intended to bolster student performance, the results of standardized and local assessments will be routinely analyzed and adjustments will be made to future PD as becomes necessary.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	TBD	

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the schoolwide plan by means of parental members serving on the School Improvement Team. Parental concerns were addressed and considered when designing the schoolwide plan. Subsequently, the plan was placed on the school's website for public viewing and comment.

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

Parents were afforded the opportunity to voice concerns regarding the plan. Email, telephone, and face-to-face communication was repeatedly engaged in, encouraged, and employed.

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

In addition to the schoolwide plan being placed in a prominent location upon the school website, the school Facebook page was used as a two-way conduit of information exchange. Parental members sat upon the School Improvement team and most planning sessions.

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

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

As for part 1 of portion e of Section 118, our school posts its school improvement plan on its school website. Information is passed on to parents as to how they can access and interpret the state standards we teach to. The results of local assessments are transmitted to parents both online via Powerschool throughout the schoolyear, and via hardcopy form four times throughout the school year. Parent teacher conferences are held twice a year. Parental communication is continually encouraged and facilitated via phone, fax, email, Facebook messaging, and formal and informal in-person conversations.

As for part 2, our Reading Street literacy series provides parents with information and teaching opportunities to supplement the reading instruction their children receive in the classroom. Additionally, the Ren Learning online instructional platform our school employs provided parents with log-in and access information to help them track their child(ren)'s achievement and overall progress. Classroom newsletters are sent home typically on a weekly basis to inform parents of developments that occur in their children's classrooms.

With regard to part 3, a parental involvement plan and school/parent compact was developed and implemented in congruence with parental Title I Schoolwide Diagnostic and voiced concerns. Moreover myriad programs, extra-curricular and otherwise, operate at the school, the

success of which hinges upon harmonious parental and staff involvement. The school improvement team has a parental member. Surveys were conducted, the results of which were analyzed--said analysis then informed instructional decisions. A Reading Connection newsletter has been sent home to parents informing hem of ways to increase literacy amongst their children.

As for part 4, the Menominee County ISD, of which Carney school is a part ensures that home visits are conducted repeatedly throughout the school year, parent involvement nights were held, parent cafe's were sponsored, parenting classes are offered, a parental information center is maintained, we will be working more closely with the Head Start program during the upcoming school year.

With regard to our compliance concerning part 5, information is repeatedly and continually passed on to parents regarding all facets of their child(ren)'s educational experience. The language used is, without exception, clear, concise, straightforward, jargon-free, and thus easily understood by all to whom they speak.

As for part 14, all reasonable parental requests are addressed in a timely and efficacious manner.

Finally, as for our compliance with subsection f, Carney presently serves no parents of migratory status or limited English proficiency; should however, such parent ever become a part of our populace they will treated in the same conciliatory manner with which we presently regard our parents with disabilities, who are of course, afforded every opportunity extended to their non-afflicted parental peers.

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

The parental involvement component will be evaluated by the school improvement team as a whole and by the administration regularly throughout the school year. We will analyze parental survey data and increase the occasions on which they can voice their concerns, and we will evaluate the efficacy of our responses to these concerns.

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

Parental concerns will be addressed. Areas of strength will be supported and continued. Areas found to be deficient will be rethought and new strategies will be implemented.

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

The School-Parent Compact was developed during the 2011 school year. Since then, the School Improvement Committee, of which parents are members, has met periodically to review it and make improvements, additions, and deletions as necessary.

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

Copies of the School-Parent Compact are first distributed at the Open House which occurs at the onset of each school year. So, too, are copies prominently displayed and made available for comment and critique at our two annual parent/teacher conferences.

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

Copies of the School-Parent Compact are first distributed at the Open House which occurs at the onset of each school year. So, too, are copies prominently displayed and made available for comment and critique at our two annual parent/teacher conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2016-17 SC

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

Progress reports are distributed on four separate occasions during the school year. Additionally all grades are available to parents online, 24/7 through the Powerschool server. RenLearn provides detailed assessment results unique to each students which are subsequentlypassed on to parents. MEAP results and ACT results are communicated to parents directly from the state assessment office. Mischooldata.org is used to compile comparitive data--both school and county wide--into easy-to-read charts.

Component 7: Preschool Transition Strategies

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

The school houses both a Young 4's program and a Junior Kindergarten program, each of which respectively comprise the am and pm portions of our school day. The teacher of these programs interacts with our kindergarten teacher on a daily basis and they often exchange information regarding instructional strategies. Moreover, Young 4's and JK students are frequent guests in our Kindergarten classroom; the Kindergarten teacher becomes a very familiar face to them which dramatically helps ease the transition from one year to the next.

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

Our preschool teacher frequently collaborates with our kindergarten teacher. She (the preschool teacher) is in fact a former teacher of Kindergarten students, so she is exceedingly well versed in the sorts of skills students need upon entering the kindergarten classroom. Home visits are conducted and literature is frequently sent home to parents regarding the prerequisite skills that kindergartners would need.

Component 8: Teacher Participation in Making Assessment Decisions

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

One of the ways in which teachers provide their input into the decisions regarding the use of school-based academic assessments is to devise their own means of pre- and post-testing their students at the beginning and end of each semester. These content-standard aligned tests are then used as part of their annual evaluation for educator effectiveness. Another way they provide their input is at monthly staff meetings and through an in-house Evaluation Quality Concerns Committee which counts numerous teachers among it's members. Teachers also voice their concerns and give their suggestions at Curriculum and Class Schedule Committee meetings both of which are convened on a fairly regular basis.

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

All teachers have access to student performance data both on through the DataDirector service to which our local ISD subscribes and through the mischooldata.org website, a site to which they all have password-protected access to. One of the largest components of educator effectiveness evaluations is "Efforts to Improve Student Performance on Standardized Tests" which further compels teachers to analyze data more closely than ever before. Student achievement data is analyzed in the creation of our School Improvement Plan and is used to formulate our goals and instructional strategies, processes in which our teachers are obviously heavily involved.

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

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

At both the elementary and secondary levels, pre- and post tests are administered in part as a means to establish an educator's overalleffectiveness, but to also identify those students in need of further remediation and support upon the administration and assessment of thepost-tests. At the elementary level, DiBels tests are administered throughout the school year to identify students in need of strategic and intensive supplemental support. Star Reading, Star Math, Accelerated Math, and Accelerated Reader are also used, daily, as a means ofidentifying those students who are struggling to attain proficiency ratings. CNPS is also a small enough school--our total populace is around 250 students, and the typical class size is around 20 kids--for teachers to personally identify, through anecdotal evidence and direct observation, those students who persistently struggle.

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

One of the ways in which students who experience difficulty mastering the standards receive timely assistance and supplemental support is from a series of Title 1 Instructional aides who are specifically employed to help any students who are struggling. These aides receive their assignments and targeted intervention strategies from our Title 1 Director, who has decades of experience working in general and special education classroom settings. Additionally, students who struggle are paired with tutors who in various configurations are available to help them before school, during school, during the noon hour, and after school. The school also allows for monthly one-on-one meetings between the gen-ed and special ed teachers in order to gauge the current progress of students with IEPs.

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

Teachers are routinely required to retain and present evidence that gives proof as to the differentiated instruction they are providing to their students. Additionally, key components of the pre- and post-observation process in which all educators participate calls for inclusion and reflection upon differentiated instructional practices.

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

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

At-Risk, Title 1, Title 2, USF, Special Education

Title 1 and Title 2 funds make possible our employ of numerous Title 1 Instructional Aides, all of whom receive direction from our Title 1 Director as to what are the best strategies to provide supplemental support to students in need of such assistance. Obviously this helps us achieve the school goals that all student will reach levels of proficiency in core-content subjects.

Our USF reimbursement allows for the integration of technology into our curriculums and supports such professional development opportunities such as the 22i Pilot program. And as mentioned earlier technology is being utilized in greater quantities at ever earlier grade levels.

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

The School Improvement team has met and devised the Comprehensive Needs Assessment.

Reform strategies involve targeted interventions conducted by Title 1 aides in conjunction with the classroom teacher.

It has been ascertained by the administration that all teachers are highly qualified. This determination will be made on a yearly basis

Professional Development opportunities are based on meeting the needs of all students. This PD can be funded by Title 1
Small teacher-to-student ratios have been maintained. Teachers are helped in their duties by instructional aides.

Teacher/Mentor programsare in place.

Parent would be informed in the event that their child is not being taught by a highly qualified teacher. Parental member of school improvement team. School Parent Compact. Parent Involvement Plan.

Preschool works in close conjunction with Kindergarten. Kindergarten teacher is provided with written records of pre-school student performance/needs.

Teachers are afforded opportunities to collaborate in developing student assessments.

Title I Schoolwide Diagnostic

Students are frequently monitored for progress. DiBels assessments are administered on myriad occasions and targeted interventions are offered as needed.

Career Counseling is offered and assessments are given to help students ascertain possible career paths.

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

Violence Prevention is a weekly part of each classroom. The appreciable gains in student behavior that stem from this program translate into higher student achievement, as less time is wasted on classroom discipline and more time is spent on instruction. Nutrition programs encourage healthy eating and lifestyle choices, which, in turn, ultimately translate into a more academically motivated student. Housing programs, such as Mckinney-Vento--work to ensure that each student's basic needs are met which then allow them to concentrate on school work.

Evaluation:

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

The school evaluates the implementation of the schoolwide plan through interim assessment data analysis, DiBels data, RenLearn, Accelerated Reader results, Personnel file review, Teacher portfolios and evaluations.

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

M-Step, SAT/MME, PLAN, EXPLORE, PSAT, strands are analyzed for student performance, compared across grade levels, compared with the performance attained in years past, and are compared, on a broader scale with the performance attained by students across the state and across the district. This data is used to formulate the bulk of our initial schoolwide goals. Interim assessments are then used throughout the year to gauge the success of the schoolwide program and to determine the necessity for any changes and or improvements

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

The results of student performance--including strand analysis--are closely scrutinized to gauge the efficacy of our schoolwide program and as a means to determine what changes or improvements to our instructional practices are necessary. Standardized test results are also analyzed to ascertain any gaps in our school's curriculums, and the requisite changes are then made. This latter process is poised to be a primary concern of the administration for the 2015-16 school year.

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

M-Step, SAT/MME, PLAN, EXPLORE, PSAT results are used to formulate the SIP goals. Interim assessments are used continuously to evaluate the progress towards these goals. The schoolwide plan is then altered, improved, and or revised in accordance with the results of this data

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$200
2	All students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$0
3	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$15000
4	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
5	All students will be proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students will be proficient in reading.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, 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 reading in English Language Arts by 03/28/2016 as measured by MEAP/MME.

Strategy 1:

RTI Implementation - District staff will use the three-tiered RTI techniques to identify students (including under-performing subgroups) as at-risk or in need of targeted

intervention. Students identified as either in need of strategic or intensive help will receive supplemental instruction from a series of Title 1 aides, and/or an AmeriCorps

Tutor who are working under the auspices of a Title-1 Director.

Category:

Research Cited: Overall, research findings show that RTI is effective when implemented in the early grades, that it can improve learning outcomes in reading and math,

and that it can reduce the need for special education. The use of formative assessments can have a positive effect on teachers' instructional decision making. There is

strong evidence for the effectiveness of tiered interventions in reading and math for students identified as at-risk for learning.   http;//community.fpg.unc.edu/

Tier:

Activity - RTI Identification of K-6 students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DiBels Next, Star Reading, and Common Assessments will be given 3 times a year to identify students as at-risk or in need of targeted assistance.	Academic Support Program		Monitor	09/08/2015	06/09/2016	$200	Title I Part A	Title I Coordinator, AmeriCorps Tutor, classroom teachers, and paraprofessionals

Activity - RTI Implementation for k-6 students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students identified as needing targeted intervention will receive differentiated instruction directed at specific areas of deficiencies.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Title I teacher, AmeriCorps Tutor, classroom teacher, and paraprofessionals. Students identified asin need of strategic or intensive help will receive instruction from a series of Title 1 aides, who are working under the auspices of a Title-1 Director

Activity - Junior High RTI Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common, interim assessments will be utilized to identify those students at-risk or in need of targeted assistance.	Academic Support Program		Monitor	09/08/2015	06/08/2016	$0	No Funding Required	Junior High Classroom Teachers

Activity - Junior High RTI Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TBD	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Junior High Classroom Teachers

Activity - Increasing Awareness and Concern of Reading Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An informational campaign will be utilized both on the parental and student levels to increase awareness and concern for student performance on high-stakes testing.	Parent Involvement		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Administration

Goal 2: All students will be proficient in math.

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, 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 math in Mathematics by 03/28/2015 as measured by MEAP/MME .

Strategy 1:

Basic Operations Fluency - There will be a school-wide emphasis on the area of basic operations (addition, subtraction, multiplication, and division) fluency.

Category:

Research Cited: In an article from The Scholastic Research Foundation and Evidence of Effectiveness for Math, research has proven that basic facts need to be

developed to the point that they are automatic for students to attain higher-order math skills. Studies have indicated that lack of rapid fact retrieval can impede

participation in math class discussions, successful problem-solving and even the development of everyday life skills. This rapid math fact recall has also been shown to

be a strong predictor of performance on mathematics achievement tests.

Tier:

Activity - Basic Math Fact Drills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-6 will use a computer program called Math Facts in a Flash to aid in the memorization of basic math facts. This program allows the student to advance in levels if they have already mastered previous levels and gives them an opportunity to practice levels they have not mastered yet.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Classroom teachers and paraprofessionals

Strategy 2:

RTI Implementation - Students identified for targeted intervention will receive supplemental support and differientiated instruction.

Category:

Research Cited: "A growing body of research indicates that RTI is effective for addressing learning difficulties among school-age children with strong evidence for the

effectiveness of targeted math interventions." US Department of Education

Tier:

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

| Students targeted for assistance will be identified through a variety of assessments including teacher observations, Accelerated Math, Star Math, and common classroom assessments. | Academic Support Program | | Implement | 09/08/2015 | 06/08/2016 | $0 | No Funding Required | Classroom teachers, paraprofessionals, and Title I coordinator |

Activity - RTI Implementation K-6	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use a multi-tiered response to intervention to provide targeted intervention directed at specific areas of deficiencies in math.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Classroom teachers, paraprofessionals, and Title I teacher.

Activity - RTI Implementation 7-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for targeted intervention will receive supplemental instruction and additional support for Algebra 1, Algebra II, and Geometry. Students in need of intervention will also receive support in a Math Lab.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Classroom teachers and paraprofessionals.

Activity - IXL Utilization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will consistently make use of the IXL online math software that CNPS has recently purchased for usage in grades K-12.	Academic Support Program		Implement	09/02/2014	06/08/2016	$0	No Funding Required	Classroom teachers in the junior high and high school levels.

Activity - Increasing Awareness and Concern of Math Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An information campaign is underway to increase parental and student awareness and concern w/r/t high stakes testing.	Parent Involvement		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Administration

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

35% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, 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 Science by 03/28/2016 as measured by M-Step.

Strategy 1:

Co-Teaching - District Science staff will implement Co-Teaching for Students With Disabilities (SWD) in grades 9-12.

Category:

Research Cited: Friend, Marilyn, Hurley-Chamberlan, DeAnna (2009) Is Co-Teaching Effective? Council for Exceptional Children

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWD will receive grade level content in the general education class and received support and differentiated instruction in areas that are affected by the student's disability. Teachers will use best practices in responding to identified students.	Academic Support Program		Implement	09/08/2015	09/08/2016	$0	No Funding Required	Teachers and paraprofessionals.

Strategy 2:

RTI Implementation - Students identified as needing targeted intervention will receive academic support and differeniated instruction directed at specific areas of

deficiencies.

Category:

Research Cited: Within the learning environment permitted by the differeintiated instruction model, teachers and paraprofessionals collaborate to create an optimal

learning experience for sutdents (Mulroy & Eddinger, 2003) www.aare.edu.au/06pap/sub06080.pdf

Tier:

Activity - RTI Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common assessments 3 times per year and use this data to guide instruction, along with identfy students who are in need of targeted assistance.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Classroom teachers and paraprofessionals

Strategy 3:

Curriculum Alignment - Science staff will review and adjust curriculum to better align with state science standards.

Category:

Research Cited: Marzano, R (2001) A Handbook for Classroom Instructions that Work, VA:Association for Supervision and Curriculum Development.

Tier:

Activity - Science textbook implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement their newly purchased McGraw Hill Science texts, workbooks, and other such instructional materials	Direct Instruction		Implement	09/02/2014	06/08/2016	$15000	School Improvement Grant (SIG)	Classroom teachers and superintendent.

Goal 4: All students will be proficient in Social Studies.

Measurable Objective 1:

47% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, 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 Social Studies by 03/08/2016 as measured by M-Step.

Strategy 1:

RTI Implementation - Students identified as needing targeted intervention will receive differentiated instruction directed at specific areas of deficiencies.

Category:

Research Cited: Within the learning environment permitted by the differentiated instruction model, teachers and paraprofessionals collaborate to create an optimal

learning experience for students (Mulroy & Eddinger, 2003).

www.aare.edu.au/06pap/sub06080.pdf

Tier:

Activity - RTI Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be administered 3 times a year to identify students in need of targeted intervention, to track progress, and to guide instruction.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Classroom teachers and paraprofessionals

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Our teacher of high school Social Studies has assigned summer coursework in the 8th and 9th grade US History classes. | Supplemental Materials | | Implement | 06/01/2015 | 09/08/2015 | $0 | No Funding Required | Classroom teacher |

Goal 5: All students will be proficient writers.

Measurable Objective 1:

64% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing. in English Language Arts by 03/27/2015 as measured by M-Step/SAT.

Strategy 1:

Common Writing Program - K-12 instructional staff will research and implement a common writing program. Grades 4, 7, and 11 will implement a writing prep program before the MEAP/MME.

Category:

Research Cited: To address the chronic planning, revising and transcription problems of struggling writers, a writing program must be comprehensive, well-organized, challenging, sustained across the grades, and responsive to the needs of each child. (Grahan & Harris, 202a: Graham, Harris & Larsen, 2001)

http://writing.ucsb.edu/wrconf08/Pdf_Articles/TroaArticle.pdf

Tier:

Activity - Curriculum Alignment and Interim Assessment Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The recent hiring of a part-time assistant principal will free up time for the Superintendent--a former teacher of English--to concentrate on researching and implementing an effective writing program across the grade-levels. The Superintendent also intends to research, implement, and monitor numerous interim assessments in the writing program.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	No Funding Required	Administration and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Identification of K-6 students	DiBels Next, Star Reading, and Common Assessments will be given 3 times a year to identify students as at-risk or in need of targeted assistance.	Academic Support Program		Monitor	09/08/2015	06/09/2016	$200	Title I Coordinator, AmeriCorps Tutor, classroom teachers, and paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Identification	Common assessments will be administered 3 times a year to identify students in need of targeted intervention, to track progress, and to guide instruction.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers and paraprofessionals
Increasing Awareness and Concern of Reading Proficiency	An informational campaign will be utilized both on the parental and student levels to increase awareness and concern for student performance on high-stakes testing.	Parent Involvement		Implement	09/08/2015	06/08/2016	$0	Administration
RTI Identification	Students targeted for assistance will be identified through a variety of assessments including teacher observations, Accelerated Math, Star Math, and common classroom assessments.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers, paraprofessionals, and Title I coordinator
Co-Teaching	SWD will receive grade level content in the general education class and received support and differentiated instruction in areas that are affected by the student's disability. Teachers will use best practices in responding to identified students.	Academic Support Program		Implement	09/08/2015	09/08/2016	$0	Teachers and paraprofessionals.

Extended Learning Opportunities	Our teacher of high school Social Studies has assigned summer coursework in the 8th and 9th grade US History classes.	Supplemental Materials		Implement	06/01/2015	09/08/2015	$0	Classroom teacher
Increasing Awareness and Concern of Math Proficiency	An information campaign is underway to increase parental and student awareness and concern w/r/t high stakes testing.	Parent Involvement		Implement	09/08/2015	06/08/2016	$0	Administration
RTI Implementation K-6	District staff will use a multi-tiered response to intervention to provide targeted intervention directed at specific areas of deficiencies in math.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers, paraprofessionals, and Title I teacher.
Basic Math Fact Drills	Grades K-6 will use a computer program called Math Facts in a Flash to aid in the memorization of basic math facts. This program allows the student to advance in levels if they have already mastered previous levels and gives them an opportunity to practice levels they have not mastered yet.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers and paraprofessionals
Junior High RTI Implementation	TBD	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Junior High Classroom Teachers
RTI Implementation 7-12	Students identified for targeted intervention will receive supplemental instruction and additional support for Algebra 1, Algebra II, and Geometry. Students in need of intervention will also receive support in a Math Lab.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers and paraprofessionals.
RTI Identification	Teachers will administer common assessments 3 times per year and use this data to guide instruction, along with identfy students who are in need of targeted assistance.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Classroom teachers and paraprofessionals
Junior High RTI Identification	Common, interim assessments will be utilized to identify those students at-risk or in need of targeted assistance.	Academic Support Program		Monitor	09/08/2015	06/08/2016	$0	Junior High Classroom Teachers

RTI Implementation for k-6 students	Students identified as needing targeted intervention will receive differentiated instruction directed at specific areas of deficiencies.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Title I teacher, AmeriCorps Tutor, classroom teacher, and paraprofessionals. Students identified asin need of strategic or intensive help will receive instruction from a series of Title 1 aides, who are working under the auspices of a Title-1 Director
Curriculum Alignment and Interim Assessment Implementation	The recent hiring of a part-time assistant principal will free up time for the Superintendent--a former teacher of English--to concentrate on researching and implementing an effective writing program across the grade-levels. The Superintendent also intends to research, implement, and monitor numerous interim assessments in the writing program.	Academic Support Program		Implement	09/08/2015	06/08/2016	$0	Administration and instructional staff
IXL Utilization	Students will consistently make use of the IXL online math software that CNPS has recently purchased for usage in grades K-12.	Academic Support Program		Implement	09/02/2014	06/08/2016	$0	Classroom teachers in the junior high and high school levels.

School Improvement Grant (SIG)

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

Science textbook implementation	Teachers will implement their newly purchased McGraw Hill Science texts, workbooks, and other such instructional materials	Direct Instruction		Implement	09/02/2014	06/08/2016	$15000	Classroom teachers and superintendent.