Title I Schoolwide Program Plan

Within the Title I Part A regulations, all school wide programs must include plans for the following ten co

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan **scientifically based research, strengthen the core academic program, increase the quality and q** **and address the learning needs of all students in the school.**

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4
This school improvement plan addresses this requirement in the noted goal areas.	**Goal Area**				
	Year	**2015-16**	**2015-16**	**2015-16**	**2015-16**
	Milestone 1	x	x		
	Milestone 2	x	x	x	
	Milestone 3	x	x	x	

In addition to the milestones noted, what else will you be doing to address school wide **Specific) Parental and community involvement is important for our school and for crea** **culture and image, both inside and outside of the school. Throughout this year, we wil** **data to incorporate a more flexible scheduling model within the school to include a zer** **strategic grouping and interventions/ enrichments.**

How will Title I funds be used? What specifically will you use the funds to achieve or p **purchases should be aligned to your milestones and actions.**

funds will be used to maintain a highly qualified teaching staff, while also providing su **student achievement. They will also be used to assist with the effective implementation** **Staff will receive professional development focused on the Common Core standards a** **Other professional development will be determined based on assessment data, PDPs a** **Walkthroughs and observations. Instructional resources will also be purchased to sup** **Technology tools will also be purchased to enhance learning in the classroom and to n** **exists. Money will also be used to provide the students with interventions to help with** **instruction. After school tutoring will be offered to individualize instruction students.**

Instruction by highly qualified teachers: High poverty, low-performing schools are son **disproportionately high numbers of teachers who are not highly qualified. The ESEA re** **teachers of core academic subjects and instructional paraprofessionals in a schoolwid** **meet the qualifications required by section 1119. Students achieve at higher levels whe** **who know their subject matter and are skilled in teaching it.**

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	Year	**2015-16**	**2015-16**	**2015-16**	**2015-16**
	Milestone 1	x	x		
	Milestone 2	x	x		
	Milestone 3	x	x		

What is your school's percentage of highly qualified teachers and paraprofessionals?

How will Title I funds be used? What specifically will you use the funds for to achieve and/or maintain hi
Please list.   Title I funds will be used to provide staff and professional development (topics suc
Common Core and Essential Standards, PBIS) and resources to increase student achievement. New te
with mentors and training. Teachers will be provided with opportunities for peer observations and collab
will also be recognized for their innovations, successes, hard work and dedication.

High-quality and ongoing professional development: Teachers and other staff must be
students meet academic achievement standards. They must be familiar with the goals
schoolwide plan, and receive high-quality professional development required to impler
requires that professional development be extended, as appropriate, to those who part
including principals, paraprofessionals, and parents.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4
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	Year	**2015-16**	**2015-16**	**2015-16**	**2015-16**
	Milestone 1	x	x	x	
	Milestone 2	x	x	x	x
	Milestone 3	x	x	x	x

Actions to Address Priority Goal	Title I funds will be used for ongoing professional development: Common Core and planning, creating common assessments, professional learning communities, time a assessment data for data-driven decision-making and lesson planning, technology in implementation and strategies, and classroom management within the one-to-one cl Literacy. For the STEM Academy teachers, time for planning and professional deve provided to help promote the integration of STEM across the curriculum. In addition, used for staff members to attend conferences for differentiated professional growth- School Conference, Exceptional Children's Conference, STEM related conferences,

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and reta
teachers is challenging in high poverty schools, all students in these schools need excellent tea
plan must describe the strategies it will use to attract and retain highly qualified teachers.

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	Milestone 1	x	x		
	Milestone 2	x	x		
	Milestone 3	x	x		x

List strategies you will use to recruit and retain high quality teachers throughout 2015-2016? Te
begin with utilizing the online HMRS data base to search for quality candidates who are certified
vacant. We will update the school website to make it a positive location for any person to find va
about Carver Middle School's population and staff. Clear communication, processes and proced
hold all staff to a high expectation. Staff members will be supported by administration to make d
decisions in the best interest of students. Staff members will also receive curriculum/ instructio
curriculum facilitators, school administrators, and support staff. It is important for the school bu
be kept clean and well maintained, providing a welcoming environment for staff and students. S
Improvement Team Input will be used to survey the needs of the staff. The majority of funds hav
more highly qualified staff and to maintain lower classroom sizes: no classrooms throughout th
26 students enrolled, while most have about 20 students on average.

Strategies to increase parental involvement:

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4

	Goal Area				
This school improvement plan addresses this requirement in the noted goal areas.	Year	2015-16	2015-16	2015-16	2015-16
	Milestone 1				
	Milestone 2		x	x	x
	Milestone 3				x

What activities will your school use to communicate, involve, and educate parents at all grad

	2015 - 2016	2014 - 20
To communicate:	Blackboard Connect will be used regularly to inform parents of upcoming dates and information. We will continue to update the school website and the Facebook pages in order to notify of events and to inform and celebrate students and staff. We will follow the 24 hour rule for returning parents phone calls. The staff will also hold parent meetings to discuss student progress, as well as maintain documentation of parent contact.	
To involve:	Open House and parent-teacher conference dates. Parent curriculum and informational nights/ sessions will be held regularly to involve parents in the school. At many of these events, parents will complete surveys in order to get feedback. Student support staff will be working directly with parents in ordr to bridge the gap between home and school-- including home visits, transporting parents for meetings, and holding meetings of support for students, to involve parents (such as CFST meetings).	
To educate/train:	Curriculum nights and other events are held a few times a year, in order to educate and train parents. Information on the Facebook page and website will also be used for this purpose. Blackboard connect will also inform parents, as students bring information home to share with them. Newsletters will also be sent this year with progress reports and report cards, to keep parents aware of what is going on in the school and on each grade level.	

Plans for assisting students in successful transitions from one grade grouping to the next: This **the value of creating a coherent and seamless educational program for at-risk students whether** **kindergarten to kindergarten; elementary to middle school; or middle to high school. (Transition**

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	Milestone 2			x	x
	Milestone 3			x	

	List activities or strategies that your school will use in transitioning st include all purchases that you would like to make.			
Actions	This year, with the transition of a school closing and a larger student body, staff, and program, the summer was full of transitioning activities. Staff members met through this school year. We held grade level retreats or jump starts, in order to give studen each other, to team build and more. Each grade level had a day, and teachers and meet students and to help build the school culture. The staff members also went on relationships among them, which impacts the overall school culture and learning env met with each elementary school's 5th grade students twice in the spring to welcome answer any questions and to provide them with important information about middle s recieved a free book to complete a summer reading project. They also all learned a academy. The 5th grade students also came to the school to tour campus, and ther inform parents. In addition to preparations for the school year, there are many servic school year to continue to support students' needs. Vertical planning sessions will b collaboration across grade levels to help prepare students for the next level of learni members will be used to assist with student transitions to the next grade level. We (student support team), to discuss students and to put supports in place for their suc to create plans for students who are at-risk, and will be followed up throughout the y meet regularly in grade level teams to discuss interventions for students, and to crea individuals. GEAR Up will be utilized to help students see the possibilities of higher from high school. These higher education ideals will be supported through program the school.			

Measures to include teachers in decisions regarding the use of academic assessments assessment results, teachers need current and ongoing assessment data that describe These data often come from more informal assessment practices such as teacher obse or other focused assessments. Schoolwide programs must provide teachers with opp their understanding of and applications for data use to improve instruction.

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	Goal Area				
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	Milestone 1	x	x	x	
	Milestone 2	x	x	x	
	Milestone 3	x	x	x	

	List specific opportunities for staff to develop skills in using multiple assessn instructional practices for students.
	Staff members will utilize common assessments and benchmark data to ana aligned with the standards. Other programs such as Moby Max, Study Islar etc. will be used throughout the year to differentiate instruction for all and to needs for some students. Technology will be used to administer formative a

Actions	ensure that students are learning on a daily basis. Teachers will maintain a participate in the data analysis process through PLC's focused on analyzing to inform instruction and for decision-making. EVAAS data will be used to are and will be used to promote individual student growth. Different assess be used for our Zero period, in order to ensure that it is being utilized effecti

Activities to ensure that students who experience difficulty attaining proficiency receive effective assistance: The schoolwide program school must identify students who need additional acader standards and provide them with timely assistance tailored to their needs. This assistance must students in the school who need it.

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	Goal Area				
	Year	**2015-16**	**2015-16**	**2015-16**	**2015-16**
	Milestone 1	x	x	x	
	Milestone 2		x	x	
	Milestone 3	x	x	x	

	How will you identify students who are at-risk for non-achievement? F grade levels.
Actions	By analyzing and triangulating data-- EOG, EVAAS, Moby Max, Study Islan etc. Students who need additional support will be provided with intervention well as during Zero period three to four times a week. Some will also be pr reading instruction through SPIRE, Read 180, and other groups utilizing res In addition, teachers will meet regularly to discuss students who are struggli behaviorally. These meetings will result in plans and interventions to suppo Student reading levels, progress reports, report cards, discipline record, # o EOG data, along with EVAAS data will be utilized to identify students who a

	What strategies will be used to assist students who are not achieving? grade levels.
Actions	Students who need additional support will be provided with interventions in the class Zero period three to four times a week. Some will also be provided with small group through SPIRE, Read 180, and other groups utilizing research based practices. In a regularly to discuss students who are struggling academically and behaviorally. The plans and interventions to support their individual needs.

Coordination and integration of Federal, State, and local services and programs: Schoolwide pr expected to use available funding and activities to integrate services and programs to upgrade t program and help all students reach proficient and advanced levels of achievement. Schoolwide combine most Federal, State and local funds to provide needed services. Remember it is the int supplemental to available local and state dollars.

What programs or activities are available besides those funded by Title I for your learr

	Activity or Program	Funded by:	What group benefits from t
	Overcoming Obstacles	No Cost	All Students
	Keys to Literacy	District	All Students
	EC/ AIG Program	District/ State	EC/ AIG Identified Students
	GEAR Up	Grant	All 7th and 8th Grade Students
	SPIRE	District	At-Risk Students-- Tier II and Tier
	Read 180	District	At-Risk Students-- Tier II and T
	After School Tutoring	Grant	At-Risk/ All Students
	Xtreme Reading	District	At-Risk Students-- Tier II and T
	Study Island	District	All Students

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Priority Goal 5

2015-16

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Title I
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Priority Goal 5

2015-16

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	Priority Goal 5
	2015-16

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	Priority Goal 5
	2015-16

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	Priority Goal 5

2015-16

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Priority Goal 5

2015-16

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 a retreat, to build
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 them to middle school, to
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will have meetings weekly
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	Priority Goal 5
	2015-16

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Priority Goal 5
2015-16

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re at-risk academically.

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addition, teachers will meet
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this activity/program?
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Tier III
Tier III