

Carlson Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Carlson Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA - April 2017

1. Comprehensive Needs Assessment

- The MAP Student Growth Summary Report shows Carlson with deficits in Reading in the 2017 – 2018 Fall to Spring Report on observed Student RIT Growth. We are in the negative in grades K, 1, 2, and 4 in the School Conditional Growth Index. Resources purchased in the 2017 – 18 School included tutors, books, technology and supplies. Carlson does not have enough devices for students to use for technological programming, learning and supplemental instruction. Students have to share devices in each pod.
- The MAP Student Growth Summary Report shows Carlson with deficits in Math in the 2017 – 2018 Fall to Winter Spring Report on observed Student RIT Growth. We are in the negative in grades K, 3 and 5 in the School Conditional Growth Index. Resources purchased in the 2017 – 18 School included tutors, books, technology and supplies. Carlson does not have enough devices for students to use for technological programming and learning that align with areas of student need in supplemental instruction. Students have to share devices in each pod.

Reference School Wide Growth Summary Fall to Spring and School Wide Growth Summary Winter to Spring.

- When digging deeper into MAP, the percentage of students scoring Average, High Average and High in each quintile was tallied. In Reading, overall 2017 – 2018 Fall to Spring Growth was -1% in Literature, -3% in Informational Text, and -5% in Vocabulary Acquisition and Use. Although we decreased from Fall to Spring, we were 3% greater in Vocabulary and 2% greater in Informational Text from Spring 2017 to Spring 2018. There was no change in Literature from Spring 2017 to Spring 2018. In Math, overall Fall to Spring Growth was -1% in Operations and Algebraic Thinking, 1% in Numbers and Operations, -6% in Measurement and Data, and -1% in Geometry. Although we decreased Fall to Spring in 3 of the 4 math areas, we had increases from Spring 2017 to Spring 2018 in Operations and Algebraic Thinking (+4%), Numbers and Operations (+7%), Measurement and Data (+4%) and Geometry (+4%).

Reference MAP Class Reports and MAP Quintile Charts

- PARCC ELA Data from 2015 to 2016 to 2017 shows a decline in students meeting or exceeding from 43% to 23% to 18%. PARCC MATH Data from 2015 to 2016 shows a decline in students meeting or exceeding from 31% to 21%. 2016 to 2017 shows a 1% increase to 22% Meet or Exceed.

Reference PARCC 2015 – 2017 ELA Comparison Data and PARCC 2015 – 2017 MATH Comparison Data.

- PARCC Data shows a decrease increase in the achievement gap for Low Income / Non-Low income students over the past three years on the composite report with the achievement gap reducing from 26% in 2015 to 12% in 2016 to 10% in 2017. There is also a decrease in the achievement gap for IEP / Non IEP students from 39% in 2015 to 17% in 2017

Reference PARCC 2017 Composite scores Achievement Gap Data from Illinois at a Glance Report Card for Carlson School.

- Analysis: While our students' mean RIT scores fall in line with national norm data for the last 6 test periods, we are not seeing consistent movement in all grade levels in students moving into higher areas of goal performance. One possible reason we are not seeing consistency in scores is continued inconsistency in testing situations. We had moved all testing to the hard wired computer lab that exists in a commons area that had significant disruptions to the environment, especially in the third test session of 2017 - 18. The plan for next year is to have teachers test in the situation of their choice, (classroom or lab), and add proctors (principal, assistant principal, instructional coach) and let the teachers decide the device of their choice. Duration of testing sessions for students was also noted as inconsistent. Students will be given shorter time frames to test so that stamina does not become an issue, especially at the beginning of the year, and proctors will be carefully watching how quickly students are answering questions so that all answers are thoughtful responses.

Students had numerical goals they were trying to reach for meeting their growth goals with them while testing. To meet positive conditional growth index goals, all students' goals will be 4 RIT points higher than their projected growth goal.

Carlson School administration believes we can increase student achievement by increasing teacher professional development on how to use MAP to guide instructional practices. Our PD calendar for the 2018 – 19 school year has been completed with 13 days of PLC work for each grade level with instructional coach and administration beyond the 2 contractual PLC's teachers are obligated to attend. PD will include visits from NWEA, analyzation of pre and post data, creation of short term cycles and instructional planning.

For 2018 – 2019 we are going to continue to focus on Vocabulary Acquisition school-wide as that has had the lowest quintile growth in Reading on Spring MAP for two years in a row. Carlson PARRC score decline may be attributed to the rigor of the tests and difficulty in preparing students for one annual test. Carlson teachers will need more professional development on how to prepare students for PARCC. All sub groups show a

rather equal decline in meeting or exceeding test scores. We will continue to focus on best practices to help students continue to be successful.

Needs to continue students to progress in their learning:

- Purchase services of educational consultants to provide in-house training and job-embedded professional development. Topics for PD include Social / Emotional learning strategies, differentiation, vocabulary, math facts, number sense, math talks, reading strategies, fluency, close reading, writing, Units of Study, Guided Reading, PLC data teams, student engagement and technology for staff, such as data monitoring and Google Docs, etc.
 - Purchase of technology devices so that all students will have a device available for use.
 - Implement supplemental professional development for teachers with additional PLC time throughout the year to build consistency of practice, analyzation of data and planning for effective instruction.
 - Provide stipends for additional planning beyond the school year.
 - Ordering of professional development books and supplies.
 - Provide teachers with supplies needed to co-teach, implement programs, and use effective teaching strategies as well as supplies that may be needed from consultation services. These could include composition notebooks, pencils, paper, licenses, computer hardware, library books for school and classroom libraries, manipulatives, curriculum materials and office supplies.
 - Provide teachers and students with supplemental technology to increase achievement with site licenses and classroom licenses that could include Newslea, Edgenuity, Reflex Math, Accelerated Reader, Reading A to Z, Vocabulary A to Z, Science A to Z, Flocabulary, Two Sisters' Daily 5 Café.
 - Send staff members to educational conferences, workshops, and summer professional development to analyze school wide data and plan for instruction in the 2018 - 19 school year. Workshops could include The Illinois Reading Conference and the ASCD conference on teaching excellence to learn about and improve teacher practice. Teachers who attend will report back what they have learned at staff meetings so that all staff can get professional development. We will measure the effectiveness of this professional development by using different data points such as MAP, ELA, Fountas and Pinnell reading levels, District and teacher created formative assessments and supportive supplemental program data.
 - Purchase of supplemental instructional materials for reading and math differentiation that could include materials to build students' vocabulary skills, metacognition skills and student goal setting within an Integrated Literacy framework.
 - Recruit tutors to provide supplemental instructional time for the 2018-19 school year.
2. List other special or support programs offered at your school.
- YMCA Kids Time after school care
 - Intramural Boys and Girls Basketball

- KIDS HOPE USA 1:1 mentoring program in partnership with Central Christian Church
 - Rockford Reads Volunteers
 - Jr. Lego League
 - Lego Robotics League
3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
- a. Opportunities for all students, including each of the subgroups
- Carlson has adopted and implemented school-wide improvement strategies including Units of Study Writing, Building Vocabulary, PBIS, Daily 5 and CAFÉ, Accelerated Reader, Accelerated Vocabulary, One Book -One School, Integrated Literacy model and District aligned math curriculum.
 - All students have the opportunity to improve their writing through Lucy Calkins' Units of Study by learning to write about their own experiences and increase their writing stamina and details in their writing.
 - All students benefit from Carlson's PBIS program. All students are rewarded for good choices through "Bee Bucks" reward money that can be spent monthly on items stocked in the "Cougar Store." Students can spend the reward money in other ways: Dining at lunch at the Cougar Café, purchasing manicures at the nail salon, purchasing extra computer time or recess time. Teachers also have other items in class for purchase such as sitting in the teacher's chair. We could benefit from being able to purchase items for the Cougar Store for students to spend their money on for their good behavior. Currently the store is stocked by parent donations.
 - All students will participate in the "One Book – One School" program again this year. The entire school will read the same book at the same time and participate in literary activities related to the book. CD's will be purchased for the younger students who are not yet readers so that they can participate in the program.
 - All students benefit from participating in the Accelerated Reader program. Students set goals and are encouraged to read at 85% comprehension, stay within their Zone of Proximal Development and reach their point goal. Students are recognized after each of 6 marking periods throughout the year. Students earn lanyards, ribbons and other reward items for reaching their goals.
 - Accelerated Vocabulary and Vocabulary Kits are used with all students to increase their vocabulary acquisition, which is a School Wide SMART goal.

- Daily 5 and CAFÉ are used school wide. Students benefit from the structure of the Daily 5 balanced literacy activities and from the individual reading strategies in CAFÉ while conferencing with their teacher.

b. Methods and strategies to strengthen and enrich the programs

- Continuing professional development on the implementation of Integrated Literacy, use of NWEA MAP data, Social / Emotional Learning through programs offered at the Regional Office of Education and Units of Study Writing through Heinemann Publishing will be pursued for professional development for teachers to strengthen their understanding and continued implementation of these programs.
- PBIS is utilized at Carlson primarily at the Tier 1 level. To strengthen the program, more professional development is needed on how to implement Tier 2 strategies and involve families in the process. District provided MTSS training for teachers and professional development through the Midwest PBIS Network for 2 teachers in Naperville, Illinois on Feb 5 – 7, 2019 for teachers to bring back ideas for the whole building on Tier II and Tier II interventions and provide support for all students in need of behavioral interventions.
- One Book One School will be implemented again this year to bring families together through literature and connect parents to the school through read alouds and reading one chapter book at the same time. An assembly will be planned where parents will be invited to the school to learn about the program and a chance to enjoy a book with their children as a kick start and finale to the program. Each family will receive a copy of the book. Each morning a question about the book will be announced. Correct answers will be brought to the office for a drawing for a small prize.
- Accelerated Reader promotes reading at an 85% comprehension level. Students will be recognized by posting pictures of students making their goals on panels in the hallways in grade level themes.
- Carlson's Instructional Coach will work with teachers on short cycles, goal setting and direct implementation of programs to assist teachers in using the programs correctly.

c. Ways to address students' needs, especially those at risk of failing:

- Continue to purchase high checkout volume books and weed low checkout volume books from the library. Keep well-stocked classroom libraries and school library with age-appropriate materials to give our students the opportunity to have books at their fingertips and enable them to borrow books to read at home. This will strengthen their reading skills and their love of reading. We are always in need of fiction and non-fiction books to bolster our school libraries.
- Purchase of e-books for students to pull up books on tablets at school and at home.

- Identify students in the lowest 10th percentile in math and reading and provide supplemental instruction by Title I Tutors.
 - Identify students on the “bubble” of proficiency and provide supplemental instruction for those students to reach proficiency.
 - Use Edgenuity (Compass Learning) to address student deficits identified by MAP testing which will correlate to the students’ individual learning needs by differentiating the instruction for each child.
 - Volunteers including community members and parents to tutor students in reading and math.
 - Pair struggling students who are in danger of failing with KIDS HOPE USA Volunteers to provide students with a person to connect, build a relationship and foster positive influences in the child’s life.
4. Describe your school’s mental health, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside of the academic subject areas.

The status of Carlson School’s mental health is reflected in the 5 essentials survey taken in 2016. 100% of the respondents answered that they agree or strongly agree to the statements:

- **It’s OK in this school to discuss feelings, worries, and frustrations with the principal.**
- **The principal looks out for the personal welfare of the faculty members.**
- **I trust the principal at his or her word.**
- **The principal places the needs of children ahead of personal and political interests.**
- **The principal has confidence in the expertise of the teachers.**
- **The principal takes a personal interest in the professional development of teachers.**
- **Teachers feel respected by the principal.**

Teachers also reported that they feel they have an average amount of influence in a broad range of decisions regarding school policies and practices.

Carlson has a partnership with Central Christian Church to provide mentoring services to students through the KIDS HOPE USA Program. Mentors spend one hour per week with students who are identified by their teachers as having difficult home / school situations. Mentors stay with the students until the students exit the school. Mentors provide instructional as well as life skills support through discussion and relationship building.

Carlson has a social worker that is in the building 2.5 days per week to council students with emotional difficulties. Classroom teachers use the Second Step program to teach students social skills.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.

- Carlson has had an annual College and Career Awareness Day each spring beginning in 2014. Beginning in 2016 we partnered with Junior Achievement in the morning for all classes K – 5. Business leaders in the community presented lessons on entrepreneurship. Community members come in the afternoon and presented on their careers and businesses. Community members volunteering have included a karate teacher / business owner, a nurse, an engineer, a dentist, a photographer, judge, chiropractor and communications specialists. Carlson also partners with Guilford High School which brings students from their 4 Academies to present the high school career options.
- Grade 4 does a College Research project where students research colleges based on their ideal future careers. Their posters and presentations are done on College and Career Day.

Items that could be supported by Title I could include poster board, writing materials, paper, copier toner, ribbons and certificates.

Reference College and Career Awareness Day

6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

Carlson is a school-wide PBIS school. At the beginning of each school year, parents/guardians are educated in the PBIS philosophy, and students participate in a PBIS Kick-Off during the first week. Expected behaviors are modeled in all areas of the school and students partake in Cool Tool lessons. During the school year, students are supported with the opportunity to earn Bee Bucks where they can spend monthly at the Cougar Store. Students are rewarded each Trimester for earning Class Paw rewards for whole class proper behavior in the hallways. Students are celebrated and recognized at morning announcements for achievement and students with exceptional behaviors are chosen as Student of the Month. Students needing extra support are placed in Tier 2 and the Problem-Solving Team discusses appropriate supports for each child. These may include Check-in, Check-out, Individualized Behavior Plans and Student Success Plans. Supports for Tier 3 may involve interventions from the Social Worker and wrap-around interventions for student and family.

These programs could use the following resources:

- Ribbons
- Cool Tools, Biweekly rewards, Trimester all-school celebrations. Writing materials.
- Paper / Card stock.
- Games addressing S/E
- Book rewards
- Certificates

- Assemblies
7. Describe any activities regarding professional development to improve instruction and use of data.
 - Substitutes will be used to provide teachers with extra PLC time beyond their two contractual hours after school each month. Extra PLC's time will be guided with the Instructional Coach and Administration to keep the teachers focused on using data and improving instruction.
 - New Horizon's Discovery PD will be offered for teachers in grades K – 3 with on-site visits and webinars. PD will provide staff members with knowledge on using RHD data to monitor student growth and areas needed to improve instruction.
 - Carlson's Instructional Coach will be trained to become a certified New Horizon's Discovery reading trainer. She will provide professional development on Reading Horizon's best practices to staff members.
 - Professional development from on-site visits from NWEA MAP will be done twice a year to assist teachers in utilizing their MAP data to improve instruction and student learning.
 - Professional development on the use of Edgenuity will be done to pair the use of MAP testing data to differentiate learning for students and increase students' achievement.
 - The Regional Office of Education will be utilized to provide PD in students' Social / Emotional Learning and its effect on student achievement.
 - The District's Bilingual Department will be utilized to provide professional development on the best practices to teacher ESL students who speak other languages at home and to overcome language barriers to learning at school.

 8. Describe any activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.
 - Linking Meetings are set up with parents of incoming kindergarteners from EC programs to discuss students' needs. Attendees could include the Assistant Principal of Special Education, Kindergarten teacher(s), Resource Teacher, Parent and Administration.
 - Carlson has an Orientation Night where kindergarten teachers discuss the kindergarten curriculum and expectations, program and school day for incoming kindergarteners and their parents. Students and parents visit the classroom and bring supplies and materials. Parents are made aware of opportunities available to their children as they progress along their education path. The students receive incentives such as books to read with parents. Parents receive literature related to the transition to share with students.

Title I Resources could support the transition activities with purchases of take home books for parents to read with students and literature for parents in student growth and learning for 5 year olds.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

- All teachers at Carlson are highly qualified in their subject area. New teachers to Carlson are interviewed by 5 members of the School Improvement Planning Team. References for licensure are checked for compliance.
- Professional development for teachers will be determined by the results of MAP test data, New Horizon test data, PARCC test data, evaluation observations and PLC short cycle data in vocabulary instruction as well as areas of need identified in section 7 of this document.
- Activities to ensure teacher effectiveness could include workshops on increasing student engagement, higher level thinking and questioning & discussion skills, using formative data for lesson planning, creating effective formative assessments, using test data and the MAP learning continuum, using the common core standards in the classroom, student conferencing, goal setting and personalized learning.

Materials/Personnel required for professional development activities could include chart paper, post-its, professional reading materials, markers, posters, professional learning materials such as DVDs, workshops, speakers/trainers, etc.

10. Describe any activities and/or approaches to support homeless children and youth.

Homeless students are identified through the Families in Transition (F.I.T.) program. When students miss excessive school days our YSN truancy intervention specialist is notified and does a home visit to see if there is anything school can do to assist the parent and student. Sometimes this leads to identification of students in homeless status. Students are referred to the District's F.I.T. program for assistance.

Carlson offers homeless parents clothing such as snow pants, coats, gloves, hats; Carlson offers school supplies, book bags, shoes and toiletries. Free breakfast and lunch are provided. Identified students may be referred to the KIDS HOPE USA Mentoring program. Bus Transportation is provided from the student's current living facility.

Supplemental instruction will need instructional supplies such as pencils, pens, chart paper, dry erase markers, sharpie markers, post-its, spiral notebooks, paper, chart markers, take-home reading materials, pocket folders, etc.

Other items that may need to be purchased to help homeless students could include book bags and various clothing items.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

- Carlson offers a minimum of two Title I activities each year that invite parents to the classroom to work with their children. For example, grades 4 and 5 hold a “Cocoa with Kids” Reading Day. Parents come to school to read with their children. Students get a free book to read with their parents. Grades K – 3 hold a math night to have parents come in to learn, make and play math games with their children. One Book, One school is a schoolwide parent activity that brings parents in to work on literacy with their children. An assembly is planned where parents are invited to the school to learn about the program and a chance to enjoy a book with their children. Each family will receive a copy of the book.
- Carlson holds an Open House in August where students can bring in their supplies. Teachers and Parents can meet informally to talk about their expectations for the year.
- Beginning of the year picnics are held where teachers and parents can socialize in a relaxing atmosphere to build relationships between teachers and parents.
- Carlson’s Music Teacher holds three musicals each year that bring in the vast majority of the parents to school.
- In February students get their parents in for conferences as the students lead the conferences and explain what they have been learning, what goals they have chosen and the approaches they have taken to learning new skills.
- PTO holds a Fall Dance in late October. Teachers hold a Spooky Reading night where parents and students come in to hear stories read by their favorite teachers. Carlson has a strong PTO which offers opportunities for parents to participate in many school activities such as a back to school picnic, Bingo Night, Mother / Son and Father Daughter Dances, Movie Nights, Fun Fairs and Walk-a-Thons.

These activities are opportunities for parents and families to interact with school to strengthen the home/school connection. These events require supplemental materials such as:

- Graphs/Charts
- PowerPoint presentations, flyers, handbooks, informational texts
- Children’s books to take home, school set of books for One Book One School reading, books on CD, Math Games related to Standards, paper, construction paper, glue sticks and other supplies for Math and Reading stations.

12. Activities and/or approaches that engaged stakeholders in the development of our school’s Title I Plan:

- PTO meetings are held once per month. Parents are involved in planning of events to include all parents in during school and after school activities each month. Principal’s report on School’s Activities and Title I Plan progress.
- Parents take 5 Essentials Surveys as part of Student Led Conference station
- Teachers’ PD Needs Survey in the Fall.

- Parents invited to sit on the School Improvement Planning Team which creates and implements the Title I Plan. The SIP team consists of one educator from each grade and one special education teacher as well as administration and an REA member.