



CARVER PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN

2015 – 2016

CARVER PUBLIC SCHOOLS

MISSION STATEMENT

The mission of the Carver Public Schools is to provide a challenging, comprehensive education in a safe environment where all students are respected as individuals.

VISION

All Carver Public School students will respect the rights and diversity of others, think creatively, learn continually, and contribute to their community. The students will be challenged by a purposeful and relevant curriculum, one that is essential to the human experience and prepares them to be citizens of the 21st Century. Staff, parents, community members and businesses will join in a partnership committed to high standards and dedicated to continuous improvement.

BELIEFS

Decisions should be made in the best interest of students. • All students can be successful learners in an appropriate setting that meet their learning style. • Every student is important and deserves to be treated with dignity and respect. • Individual creativity is fostered by providing students access to athletics, art, and music. • School, home, and community partnerships are vital for continuous learning and growth. • Learning is on-going and life-long.

Community ❖ Diversity ❖ Leadership ❖ Personal Responsibility

These values will be embedded throughout all goals and strategies in the school and district improvement plans. The School Committee further asserts that the manner in which the global Carver School Community will conduct its work is through High Performance Teams. The Superintendent of Schools and the Administrative Leadership Team share the responsibility of implementing and measuring the District Improvement Plan.

KEY TO ABBREVIATIONS AND ACRONYMS.

ALT	Administrative Leadership Team
CBM	Curriculum Based Measures (Math and Reading)
CCSS	Common Core State Standards
CES	Carver Elementary School
CMHS	Carver Middle High School
CPC	Community Preservation Committee
CTL	Curriculum Team Leader Group (CES Lead Teachers, CMHS Dept. Chairs and ALT)
DIEBELS Next	Dynamic Indicators of Basic Early Literacy Skills (latest version)
Dir.	Director
Dir. of CIT	Director of Curriculum, Instruction and Technology
Dir. of Lit	Director of Literacy
Dir. of SPED	Director of Special Education
EAPC	Education Association of Plymouth and Carver
ECRI	Enhancing Core Reading Instruction
ELA	English Language Arts
GMADE	Group Mathematics Assessment & Diagnostic Evaluation
GRADE	Group Reading Assessment & Diagnostic Evaluation

IEP	Individual Education Plan
KTL	Keys to Literacy
LETRS	Language Essentials for Teachers of Reading and Spelling
MCAS	Massachusetts Comprehensive Assessment System
NAEYC	National Association for the Education of Young Children
NEASC	New England Association of Schools and Colleges
PARCC	Partnership for Assessment of Readiness for College and Career
PBIS	Positive Behavioral Interventions and Supports
PET – R	Planning and Evaluation Tool – Revised
PLC	Professional Learning Community
PTO	Parent Teacher Organization
RFP	Request for Proposal
RTI	Response to Intervention
SIP	School Improvement Plan
SLP	Speech and Language Pathologist
SOC	Stages of Concern
WIAT	Wechsler Individual Achievement Test

Goal 1: Instructional Leadership

Provide standards based curriculum and instruction to increase learning, student growth and achievement as measured by selected state and local assessments.

Instructional Leadership Standard 1:

Promotes the learning growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Align and integrate the CCSS	District	Continue the development of units of study Integrating CCSS in all subject areas	Implement rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes	Increased number of units aligned to the CCSS, through walk-throughs, mutually agreed upon measures	ongoing June 2016	Administration, Department Chairs and Teachers
Assess and improve the rigor of the curriculum used in special education alternative programs.	District	<ul style="list-style-type: none"> • Create time for consultation between lead teachers/department chairs and special education • Map curriculum for all special education alternative programs for math and ELA • Monitor the progress of students in alternative programs related to math and ELA standards 	Students will increase growth in skills related to state math and ELA standards	A mapped curriculum document will be completed for math and ELA for each alternative learning program: Elementary Alternative Learners Programs, SPI, Pathways, DELTAS, and Vocational	June 2017	Dir. of Sped, ELA and Math Department Chair and lead teachers grades 1-5, and Dir. of CIT
Implement Cardio Sport into Comprehensive Health	CMHS	<ul style="list-style-type: none"> • Continue to develop weekly classes based on staff training and development • Implement benchmarks and establish Baselines and fitness tracking 	Increase fitness opportunities and overall wellness for students	Increase the number of wellness classes and creation of Cardio Sport Unit of Study	June 2016	Director of Comprehensive Health and Athletics, Comp. Health Staff

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Implement rigorous standards-based science curriculum in grades 6-8	CMHS	Teachers will integrate the SEPUP curriculum in all science courses gr. 6 – 8.	Will increase students critical thinking skills through inquiry based units of study.	Each course will contain units that are aligned with the Mass. standards	June 2016	Dir. of CIT, Science Department Chair and Teachers in grades 6-8
Continue the development and implementation of substance abuse programs in grades 6-12	CMHS	<ul style="list-style-type: none"> • Addition of school resource officer • Continue the implementation of the substance based curriculum in Middle School Health classes • Increase the number of outside speakers and presenters for students • Train Middle School Health teacher in Botvin Life Skills Program 	<ul style="list-style-type: none"> • A decrease in the number of substance abuse issues within the Carver community • Revise and update Middle School Health Curriculum 	<ul style="list-style-type: none"> • Youth Risk Survey • Development of programs • Number of speakers and presentations 	ongoing	Administration and Comprehensive Health Staff
Continue to align and integrate the MA 2011 Frameworks/CCSS	CES	<ul style="list-style-type: none"> • Conduct vertical team meetings to ensure implementation of an articulated curriculum 	Students obtain the learning targets necessary to be successful the next year.	Common assessments, pacing documents and walkthroughs	ongoing	Administrators, Dir. of Lit, Math Coach, Lead Teachers and Faculty
Strengthen our tiered model of delivery to ensure student growth in ELA and Math.	CES	<ul style="list-style-type: none"> • Utilize all assessment data in order to inform instructional decisions • Organize small group learning centers to provide ability-grouped differentiation 	<ul style="list-style-type: none"> • Provide targeted instruction • Group students by need 	Progress monitoring and tracking student growth data	ongoing	Administrator, Dir. of Lit, Math Coach, Lead Teachers, Teachers and Special Educators

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<p>Improve mathematics and ELA instruction for all students through the continued use of a research-based mathematics and ELA program and the utilization of assessment data for decision making.</p>	<p>CES</p>	<ul style="list-style-type: none"> • Continue to implement the Everyday Math IV and Scott Foresman curriculum with fidelity in all K-5 classrooms • Refine the use of assessment data to document student progress and evaluate the effectiveness of instruction. • Continue to develop a concrete plan for providing mathematics intervention to the students most in need (Tier 2 and 3) by correlating data from assessments (Everyday Math and easyCBM). • Align and integrate the CCSS by continued development of crosswalk document between <u>Everyday Math</u> and CCSS, power standards, and continued development on common assessments to achieve mastery of power standards. • Implement common core aligned reading and math program. 	<p>A consistent approach to mathematics and ELA instruction leading to improved Everyday Math, easyCBM, DIBELS, common assessments and state assessment scores.</p>	<ul style="list-style-type: none"> • Everyday Math • CES Common Assessments • easyCBM data to monitor and document progress toward CCSS • DIBELS • Survey grade level PLCs regarding implementation and professional development 	<p>ongoing</p>	<p>Administrators, Dir. of CIT, Math Coach, Lead Teachers, Teachers and Special Educators</p>
<p>Ensure all students receive prescriptive instruction based on diagnostic data</p>	<p>CES</p>	<ul style="list-style-type: none"> • Maintain the University of Oregon database and use reports to analyze valid student data to inform tiered instruction leading to improved academic performance and achievement • Administer, interpret, validate, and correlate data from multiple forms of literacy assessments 	<ul style="list-style-type: none"> • Measure efficacy of program implementation • Provide triangulation of data through multiple measures 	<p>Achievement data, GRADE, DIBELS Next, SFERS, decoding surveys, spelling inventories, PARCC</p>	<p>ongoing</p>	<p>Administrators, Dir. of Lit, Math Coach, Lead Teachers, Teachers and Special Educators</p>

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Strengthen our tiered model of delivery to ensure student growth in ELA and Math.	CES	<ul style="list-style-type: none"> Utilize all assessment data in order to inform instructional decisions Organize small group learning centers to provide ability-grouped differentiation 	<ul style="list-style-type: none"> Provide targeted instruction Group students by need 	Progress monitoring and tracking student growth data	ongoing	Administrator, Dir. of Lit, Math Coach, Lead Teachers, Teachers and Special Educators
Facilitate grade level data meetings in order to review student data for intervention.	CES	<ul style="list-style-type: none"> Train staff to use the various data management tools to document student progress and evaluate the effectiveness of instruction Continue collaboration between Reading Team, SPED Team, Math Paras, and speech and language pathologists to refine and implement literacy specific evaluation protocol, and to establish goal oriented reading and math instruction criteria 	<ul style="list-style-type: none"> Use metrics to inform teachers' instruction Develop teachers lesson plans through analysis of student data Determine instructional focus and activities and routines 	Conduct meetings and observe differentiation via data (CBM, EDM and DIBELS) and walkthroughs	ongoing	Administrators, Dir. of Lit, Math Coach, Lead Teachers, Teachers and Special Educators
Create a consistent knowledge base and common language among teachers that is grounded in current scientific-based literacy research, including brain studies and LETRS Modules.	CES	<ul style="list-style-type: none"> Collect evidence of classroom implementation and analyze annual progress Provide in-class coaching and support to link information from the current research and best practices to classroom instruction. Plan professional development for effective use of differentiated instruction and co-teaching models to support students and leaders. Utilize close reading instructional routine. 	To ensure student growth through understanding and implementation of best instructional practices.	<ul style="list-style-type: none"> PET-R Effective School-Wide Reading Program Levels of Use and Stages of Concern Survey In-class walk-throughs and observations 	ongoing	Faculty, Staff, Administration, Dir. of Lit, ECRI Coach, Lead Teachers and Reading Staff

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Conduct PLC's to strengthen implementation of key initiatives by analyzing data to improve instruction.	CES	<ul style="list-style-type: none"> Utilize time during staff meetings for grade level and intervention teams to share implementation highlights and instructional tools Provide in-class coaching and modeling to support program implementation Conduct ongoing training and focus groups on how to effectively implement interventions Collect student data to determine the efficacy of tier 2 & 3 interventions using the University of Oregon's DIBELS Data System 		<ul style="list-style-type: none"> Observe teachers methods of differentiating core program instruction Small-group walkthroughs and observations to evaluate the level of implementation and fidelity to programs in all tiers of instruction 	ongoing	Administration, Dir. of Lit, Math Coach, Lead Teachers and Faculty
Strengthen the implementation of the K-5 Core Writing.	CES	<ul style="list-style-type: none"> Conduct professional development workshops at each grade level to evaluate assessment data and compare these results to classroom performance in order to fine tune our implementation. Continue to implement the Empowering Writers Program and continue to use KTL strategies to support writing instruction. Revise benchmark assessments to align with CCSS. Continue to implement and refine benchmark writing assessments for each grade level. Conduct guided grade level scoring sessions to review student work to ensure a consistent approach to teaching and evaluating writing. 	A consistent knowledge base and common language among teachers and student that will result in improved scores on grade level writing benchmark assessments as well as state assessment scores.	State Assessment Scores and Grade-Level Writing Benchmark Assessment	ongoing	Faculty, Staff and Administration

Instructional Leadership Standard 1:

Promotes the learning growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-B: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness

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Evaluators will complete a minimum of 10 walkthroughs collectively on a weekly basis with targeted constructive feedback	District	<ul style="list-style-type: none">• Dedicate time on a weekly basis to complete walk through• Complete coaching walkthroughs with RBT Data Coach	Increased use of effective instructional strategies by staff	Completion of observation forms in baseline edge	June 2016	Administrators, Department Chairs, and lead teachers
Provide ongoing support for differentiated Instruction	CMHS	Dedicated formal time on professional development days and in departmental meetings to share strategies to effectively differentiate instruction	To monitor student levels of understanding and increase the variety of assessment	<ul style="list-style-type: none">• Through walk observations and constructive feedback, teachers will increase the number of formative assessments• Track use of formative assessment strategies	June 2016	Administration

Instructional Leadership Standard 1:

Promotes the learning growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-C: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning growth, and understanding and make necessary adjustments to their practice when students are not learning.

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Report out on Students progress on achieving the schools 21 st Century Learning Expectations	CHMS	<ul style="list-style-type: none"> Continued development of Common Assessments PD on the use of School Wide Rubrics 	Students and parents develop an understanding of student progress toward achieving 21 st Century Learning Expectations	Comments on Report Cards	Jan/June 2016	CMHS Administration Department Chairs and Teachers
Increase the use of data by staff to inform curriculum, instruction and assessment practices.	CMHS	<ul style="list-style-type: none"> Completion of Data Coaching for Student Success course by Administration and Department Chair Follow-up training for administration and department chairs by data coach during the school year Develop a data team in each department Identify data to be reviewed in each department 	<ul style="list-style-type: none"> Teachers will review data on a more regular basis Teachers will use information gained by reviewing data to inform instruction and assessment practices 	<ul style="list-style-type: none"> Log of department data meeting Review of changes in curriculum and instruction based on data meetings 	2016	Administrators, Department Chairs, Teachers

Goal 2: Management and Operations

Maintain current staff and programs while addressing the needs of the school buildings and implementing legal mandates utilizing available resources as measured by current staffing levels and programs, ongoing monitoring of building conditions and compliance with legal mandates.

Instructional Leadership Standard 2:

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient and effective learning environment using resources to implement appropriate curriculum, staffing and scheduling.

II-A: Environmental: Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.

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Upgrade technology to support 21st Century teaching and learning and bring Carver Public Schools at least to the minimum industry standard	District	<ul style="list-style-type: none"> Consolidate and Migrate Servers to run Windows 7 Replace computers with workstations that will run Windows 7 and work with our servers via off-lease or fiscally prudent options Migrate existing exchange server accounts to Google Education Provide training for staff on Google and other solutions as needed 	A technology infrastructure that at least meets the minimum industry standard in terms of servers, computers, and best practice	<ul style="list-style-type: none"> Removal of antiquated or dead servers and computers All system and users will have backup and disaster recovery consistent with industry standard and compliance requirements Procuring machines via fiscally prudent solution Exchange solution will be retired and Google Education will be managed for all staff Professional Development and user training will be offered and completed 	ongoing Phased workflow as follows <i>Ph 1:</i> 8/1/15 <i>Ph 2:</i> 10/15 <i>Ph 3:</i> 6/16	Vendors, Dir. of Curriculum, Instruction, and Technology (DCIT), Technology Department
Increase support to staff on computer related issues by improving Helpdesk services	District	<ul style="list-style-type: none"> Improve infrastructure (see above) Train staff on Track-It Self-Serve ticketing Work with student Helpdesk advisor on ticketing and student instruction 	Teachers and students will receive more timely support of their technology issues	Technology team reviews average daily response rates on a monthly basis	Improved rates by Jan 2016 and June 2016	Dir. of Curriculum, Instruction, and Technology (DCIT), Technology Department, and Student Helpdesk Advisor

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Using a collaborative process develop the 2017 Fiscal Year School Budget	District	<ul style="list-style-type: none"> • Distribute budget calendar in August 2015 • Distribute budget worksheets in Sept 2015 • Teachers, Department Chairs, Lead Teachers identify budget needs and submit to Principals • Principals review budget needs with School Councils • District wide leaders and Principals submit budgets to Asst. Superintendent by Oct 2015 • Budget Presentations to School Committee Nov and Dec • Public Hearing of the Total 2016-2017 Carver Public School Budget Jan 2016 • School Committee Vote on Budget Jan 2016 • Presentation of approved budget to Board of Selectmen and Finance Committee Feb 2016 	A fully funded budget that supports the needs of all students in the Carver Public Schools for the 2016-2017 school year.	Full implementation of Budget Calendar and Milestones followed by a successful appropriation at the April 2016 Town Meeting	April Town Meeting	ALT, Superintendent, Asst. Superintendent, and School Committee
Using a collaborative process review and edit the 10-year Capital Outlay Plan	District	<ul style="list-style-type: none"> • ALT review of facilities, transportation, and technology needs using the Habib Facilities Study recommendations, maintenance and repair records, recommendations from the ALT and the Director of Facilities • Preparation of the 2017 Capital Requests • Present Capital Requests and edits to the ten year Capital Outlay Plan to the School Committee for approval in Nov • Meet with Capital Outlay Feb-Mar • Present Capital Requests to Town Meeting in April for funding 	Capital Requests that support the short and long term needs of the district	Successful appropriation of Capital Funding for District Priorities	April Town Meeting	ALT, Superintendent, Asst. Superintendent, Director of Facilities and School Committee

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Continue to solicit grant funding opportunities from a variety of funding sources	District	<ul style="list-style-type: none"> Collaborate with teachers, parents, ALT to identify needs that match grant funding opportunities Write funding applications Submit progress reports to funding organizations Submit end of year reports on grants 	<ul style="list-style-type: none"> Funding of state and federal grants (Title I, II, SPED Grants, etc.) Funding of Makepeace and other private grants 	Grant Funding Report to School Committee twice per fiscal year	June 30, 2016	ALT, Superintendent, and Director of Special Education
Successfully complete the Schematic Design of the new Carver Elementary School, bring the project to Scope and Funding through the MSBA process including the votes by School Committee, Board of Selectmen, Special Town Meeting, and vote by town	District	<ul style="list-style-type: none"> Collaborate with Building Committee, Architects, and Project Managers to make the most effective educationally and economically sound decisions during the design and funding of the new elementary school project Communicate effectively with the public at every phase of the project 	<ul style="list-style-type: none"> A building design that meets the educational needs of the current and future elementary school students according to the Education Plan submitted to and accepted by the MSBA A fully funded CES building project that brings the highest level of funding reimbursement from MSBA and the support of the Carver voters 	Project is voted to continue in the MSBA pipeline through construction and certification	June 2017	Superintendent, Assistant Superintendent, Principals, Teachers, Staff, School Committee, and Building Committee
Using the PBIS Model staff will develop increased awareness and recognition of positive expected behaviors throughout the school day, including methods using group and individual behavior management strategies.	CHMS	<ul style="list-style-type: none"> Recognition of student achievement. Use of group/individual management systems The PBIS leadership team will meet monthly to evaluate data/outcome measures 	Increase student engagement in learning time.	<ul style="list-style-type: none"> Caught being good tickets Decrease in office referrals discipline 	ongoing	Faculty, Staff, and Administration
Evaluate the effectiveness of the "Crusader Period" schedule	CMHS	<ul style="list-style-type: none"> Teacher Collaboration Time on Learning Student Access to Teachers 	The increase of common planning time for teachers to align curriculum, develop common assessments, articulate curriculum for grades 6-12, and review effective instructional practices	<ul style="list-style-type: none"> Development of curriculum units Survey of teachers 	June 2016	Administration and teachers

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Staff will work together to inform families and community regarding PBIS Initiative	CMHS	<ul style="list-style-type: none"> • Parent teaching • Resource distribution • Parent involvement via multiple modes of communication • Provide workshops to families 	Strengthen home/school expectations for positive behaviors	<ul style="list-style-type: none"> • Parent feedback • Surveys • Needs assessments 	ongoing	PBIS team
Completion of Feasibility Study and seek funding through CPA/Capital Outlay to renovate Track and Field at CMHS	CMHS	<ul style="list-style-type: none"> • Work with Gale Associates to complete Feasibility study, seeking best feasible options for renovation based on school and community needs. • Establish committee to evaluate results of feasibility study and present 	Completed cost effective plan for renovation, and present to CPA/Capital Outlay	Final recommendation for replacement, and funding options	Spring 2016	Director of Athletics Director of Facilities Gale Associates
Remove and install new gym floor in the High School Gymnasium	CMHS	<ul style="list-style-type: none"> • Identify floor material and oversee removal of existing and installation of new • Work with engineering firm to establish and seek bids from vendors 	New multipurpose gym floor with optimal use for both PE and Athletics	Completed installation of new gym floor	June 2016	Director of Facilities Director of Athletics
Establish common, realistic, clear and concise behavioral expectations that will be determined and implemented by all staff.	CES	<ul style="list-style-type: none"> • Implement professional development for new faculty members specifically morning meeting and other strategies for classroom management. • Continue to implement RC – morning meeting and other strategies for classroom management • Continue to implement responsive classroom using the 4 components of morning • Collaborative planning time. 	Stronger sense of community amongst staff, students and family.	IPASS and walkthrough data	ongoing	Faculty, Staff, and Administration
Continue to provide ongoing student support using the Responsive Classroom approach to classroom management	CES	<ul style="list-style-type: none"> • Focused six-week planning at the beginning of the year. • Increased positive staff-student interactions. • Professional development in responsive classroom to add to existing knowledge 	<ul style="list-style-type: none"> • Teachers setting clear expectations, rules and routines. • Increased time on learning throughout the school year. 	In class walk-throughs and observations.	ongoing	Administrative Team and Classroom Teachers

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Increase data-based decision making on behavior and academic instruction and reinforced across all school settings.	CES	<ul style="list-style-type: none"> • PBIS team analyzes data and reports out at faculty meeting monthly • Intervention based on reports/data • Classroom teachers and specialists teach 2nd Step, RC, PBIS and bullying lessons 	<ul style="list-style-type: none"> • Improved secondary interventions for students receiving more than one or multiple discipline referrals to continue to prevent the need for more intense tertiary support. • Decrease need for tertiary supports. 	<ul style="list-style-type: none"> • Disciplinary tracking with monthly report outs on Tier I, II, and III intervention data • Student completes “problem solving form” 	ongoing	PBIS Team
Using the Responsive Classroom and PBIS Model staff will develop increased awareness and recognition of positive expected behaviors throughout the school day, including methods using group and individual behavior management strategies.	CES	<ul style="list-style-type: none"> • Recognition of student achievement • Use of group/individual management systems • The PBIS leadership team will meet monthly to evaluate data/outcome measures • Include monthly character traits • Explicitly teach behavioral expectations to all students building wide. • Review and support students’ successful demonstration of expected positive behaviors through re-teaching and prompting. 	<ul style="list-style-type: none"> • Increase student engagement in learning time and decrease in office referrals/discipline 	Caught being good tickets	ongoing	Faculty, Staff and Administration
Staff will work together to inform families and community regarding PBIS initiative.	CES	<ul style="list-style-type: none"> • Parent teaching • Resource distribution. • Parent involvement via multiple modes of communication • Provide workshops to families 	<ul style="list-style-type: none"> • Strengthen home/school expectations for positive behaviors. 	<ul style="list-style-type: none"> • Parent sign in sheets • Parent Feedback • Surveys • Needs Assessments 	ongoing	PBIS team
Continue to implement Botvin Life skills Lessons to support students with social development in grades 3-5	CES	<ul style="list-style-type: none"> • Provide Life skills Lessons • Engage grade level presenters 	<ul style="list-style-type: none"> • Improved self-esteem and student/school culture. • Increased family involvement. • Decrease in bullying incidents. 	<ul style="list-style-type: none"> • Student completes “problem solving form” for each referral as part of re-teaching • Pre and post assessments 	ongoing	Faculty, Staff and Administration

Goal 3: Family and Community

Inspire family, community and schools to partner in support of academic excellence, personal, social and emotional growth and school pride as measured by student achievement data, community attendance at school events and number of discipline incidences.

Family and Community Engagement Standard 3

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

III-B Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

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Engage the community in an on-going discussion of substance abuse issues through the Carver Cares – Mobilizing the Community group.	District and Community	<ul style="list-style-type: none"> Attend Monthly Meetings Have SADD Advisor attend Youth Health Connection Regional meetings Plan community presentations Plan school presenters 	<ul style="list-style-type: none"> Improved partnership with families around the issues of substance abuse Community events to educate families 	<ul style="list-style-type: none"> Participation in Community events Survey of community 	ongoing	Carver Cares – Mobilizing the Community Group
Increase collaboration and connections with community mental health and disabilities service agencies	District	<ul style="list-style-type: none"> Meet with outside agency representatives to review the services they offer and referral process Provide staff trainings on suicide prevention, mental health warning signs, and diversity Provide informational materials for parents on community agencies that provide mental health and disability supports Provide support for various diversity related clubs and groups Continue to provide drug and alcohol support groups at the high school 	<ul style="list-style-type: none"> Increase the number of families accessing community agency services increase awareness of diversity within the school and the community in order to support a culture of respect 	<ul style="list-style-type: none"> Reduction of school funded home therapies Increase in family access to community agencies Parent and Community survey indicating school support for mental health and disability related needs. 	ongoing with survey collected by end of May 2016	Dir. of Sped, District School Counselors, and District Behavior Therapist

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Increase CPS community awareness of bullying prevention and intervention strategies	District	<ul style="list-style-type: none"> • MARC student presentation • Implement WOD peer leadership program through advisory • ADL training for CMHS faculty, staff, students, and families • Host a community-wide open meeting to address general bullying concerns and define mechanisms for reporting concerns • Publish anti-bullying policy and programming offered to promote anti-bullying and diversity appreciation on the website • Include the above information in packet of materials distributed to students, parents, and guardians on the first day of school 	Improve the overall culture of the Carver community	<ul style="list-style-type: none"> • Parent and student survey concerning bullying and the schools anti-bullying efforts • Review of bullying reports 	ongoing	Administration
Develop events, activities, and programs that encourage school pride and unity among students, faculty and families	CMHS	<ul style="list-style-type: none"> • Increase communication with parents and the community through the website, mobile app and connect-ed phone calls • Institute an Honor Roll breakfast for students in grades 9-12 • Implementation of Student Suggestion Box • Expand operation of school store • Continue the development of PBIS incentive programs 	Improve overall school culture and climate	<ul style="list-style-type: none"> • Discipline data • Participation in incentive programs • School culture survey 	June 2016	Administration, Teacher and Students
Implement a formal Unified Sports Program grades 7-12	CMHS	Continue to collaborate with all the programs in the building including Best Buddies, Pre-Vocational, Athletics and Student Government to develop unified opportunities for all students	An established Unified Team that competes in MIAA sponsored activities during three seasons	Increased number of programs and student participation	2016	Unified Sports Director and Director of Athletics
Increase participation in fine arts events	CES	<ul style="list-style-type: none"> • Pursue Carver Cultural Grant and other funding sources • Host Music/Fine Arts programs and events 	Increase student awareness and engagement in the Arts	Attendance, Staff and Program surveys	ongoing	Allied Arts Teachers and Administration

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
<p>Increase participation from the community in school related literacy, math, and PBIS activities.</p>	<p>CES</p>	<ul style="list-style-type: none"> • Continue to hold parent/community programs to inform and inspire. • Host an annual “Preschool Pajama Party” • Advertise Summer Reading Initiative: Summer Book BINGO • Involve local businesses in rewarding students for achievements related to the school-wide reading initiative: Read Across America • Continue to host annual “Community Readers Day” • Develop and implement the “Books for Babies” newborn literacy initiative • Organize Family Game Night to promote Math/Literacy for grades K-5 • Establish PTO Parent Programs, i.e.: Everyday Math Information Night and Scott Foresman Literacy Night • Publish a math & literacy update in the monthly newsletter • Increase family involvement in events such as field day and other events • “Hooray for K” (kindergarten orientation for parents and students) • Implement an assembly each term to acknowledge Caught Being Good • Implement bi monthly classroom acknowledgement • Invite parents/families to Best of the Bunch Brunch 	<ul style="list-style-type: none"> • Increased school and family communication about academic, social-emotional and behavioral expectations for success. • Increased literacy in the community, summer reading, reading at home. • Improved family awareness of incoming kindergarten readiness, parents’ role in school, and literacy, numeracy, social emotional awareness, fine & gross motor skills and speech and language development. • Increase young families’ awareness of the importance of developing pre-literacy skills from birth. 	<p>Attendance tracking, Family Surveys, Staff Surveys, iPASS and Program surveys</p>	<p>ongoing</p>	<p>Faculty, Dir. of Lit, Math Coach and Administration</p>

Goal 4: Professional Culture

Revise and implement policies and procedures in order to emphasize reflective practices, high standards, effective communication, and continuous learning which are measured by the implementation of appropriate policies and procedures; Teacher Evaluation Tools; Administrative Evaluation Tools; NAEYC accreditation; NEASC accreditation; School-wide Positive Behavior Intervention Supports (PBIS); and Conflict Resolution.

Professional Culture Standard 4:

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV–A Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Provide on-going professional development for teachers on integration of technology in the classroom	District	<ul style="list-style-type: none"> Utilize half-days to continue to build teachers skills in technology integration Develop and implement after-school training on content specific apps Develop and implement training on the use of technology as a formative assessment tool. 	Teachers and students will use a range of technology to enhance and support their learning on a regular basis	<ul style="list-style-type: none"> Review of curriculum units Review of sign sheet for computer labs and I-pad carts 	ongoing	Administration, Department Chairs, Lead Teachers, Teachers and Students
Improve our full day kindergarten program using the standards established by the NAEYC (National Association for the Education of Young Children)	CES	<ul style="list-style-type: none"> Provide professional development on NAEYC standards Provide training for new and existing kindergarten faculty members during the grade level professional learning community meetings and on full or early release PD days Provide trainings for para-professionals every other Friday throughout the school year 	Maintain high standards for full day kindergarten and improve quality for learning.	Reduction in kindergarten retentions by 10%	June 2015	Faculty, Staff and Administrators

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Implement the teaching strategies GOLD in the elementary school.	CES	<ul style="list-style-type: none"> • Provide professional development for preschool and kindergarten teachers and para-professionals in implementing the assessment tool and observing and analyzing students. • Focus kindergarten PLC on implementation with fidelity 	Maintain high standards for full day kindergarten and provide developmentally appropriate differentiated instructional opportunities for students.	Student growth as evidenced by fall and spring benchmark assessments.	June 2015	Faculty, Staff, and Administrators
Improve our preschool program using the standards established by the Quality Rating and Improvement System.	CES	<ul style="list-style-type: none"> • Provide professional development on QRIS standards. • Provide training for new and existing preschool faculty members during the grade level professional learning community meetings and on full or early release days. • Provide professional development for preschool teachers. 	Maintain high standards for our preschool and improve quality for learning.	Student growth data.	June 2015	Administrators and Preschool Teachers