

CARVER MIDDLE HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN 2015-2016

Instructional Leadership Goal 1

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 <i>Date</i>	Implemented by: <i>Who will do this?</i>
Align and integrate the CCSS	CMHS	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
Implement rigorous standards-based science curriculum in grades 6-8	CMHS	Teacher will integrate the SEPUP Curriculum in all science courses grades 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 Botvin Life Skills curriculum in grades 6-8 • Increase the number of outside speakers and presenters for students 	<ul style="list-style-type: none"> • A decrease in the number of substance abuse issues within the Carver community • Establish new 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

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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

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 <i>Date</i>	Implemented by: <i>Who will do this?</i>
Increase the utilization of technology by teachers and students	CMHS	<ul style="list-style-type: none"> • Provide training for teachers on iPad's • Provide training in use of range of technologies 	Teachers will use a wide range of technologies to implement the curriculum	Teacher participation in trainings, faculty and student surveys	Ongoing June 2016	Faculty, Department Chairs and Administration
Evaluators will complete a minimum of 10 walkthroughs cumulative on a weekly basis with targeted constructive feedback	CMHS	Dedicate time on a weekly basis to complete walk through	Increased use of effective instructional strategies by staff	Completion of observation forms In baseline edge	June 2016	Administrators and Department Chairs
Provide Professional Development in Differentiated Instruction	CMHS	Expert in Differentiated Instruction presentation for whole staff	To monitor student levels of understanding and increase the variety of assessment	Through walk observations and constructive feedback, teachers will increase the number of formative assessments	June 2015	Administration

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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 AssessmentsPD 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

Management and Operations Goal 2

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.

Management and Operations 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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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

<p>Staff will work together to inform families and community regarding PBIS Initiative</p>	<p>CMHS</p>	<ul style="list-style-type: none"> • Parent teaching • Resource distribution • Parent involvement via multiple modes of communication • Provide workshops to families 	<p>Strengthen home/school expectations for positive behaviors</p>	<ul style="list-style-type: none"> • Parent feedback • Surveys • Needs assessments 	<p>Ongoing</p>	<p>PBIS team</p>
<p>Evaluate the effectiveness of the “Crusader Period” schedule</p>	<p>CMHS</p>	<ul style="list-style-type: none"> • Teacher Collaboration • Time on Learning • Student Access to Teachers 	<p>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</p>	<ul style="list-style-type: none"> • Development of curriculum units • Survey of teachers 	<p>June 2016</p>	<p>Administration and teachers</p>

Family and Community Goal 3:

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 classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

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Develop events, activities, and organizations 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

Professional Culture Goal 4:

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.

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Provide on-going professional development for teachers on integration of technology in the classroom	CMHS	<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, Teachers and Students