

**Carver Elementary School  
School Improvement Plan  
2011/2012**

**Domain: Continuous Improvement for Teaching and Learning**

**Goal I. To improve student achievement and instructional practices in all aspects of literacy.**

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| <b>1. Action Step</b>  | <b>Anticipated Outcomes</b>  | <b>Implemented By</b>              |
| Continue to work to be diagnostic and prescriptive learning leaders while using formative assessments to guide appropriate classroom literacy interventions. | Analysis of valid student data to inform tiered instruction leading to improved academic achievements. | Faculty, Staff and Administration. |

**Rationale/Strategies**

- Maintain the University of Oregon database and use data reports to measure efficacy of program implementation.
- Administer, interpret, and correlate data from multiple forms of literacy assessments including the Group Reading Assessment Diagnostic Evaluation (GRADE), DIBELS Next, Scott Foresman (SF), decoding surveys, spelling inventories and the Massachusetts Comprehensive Assessment System (MCAS).
- Conduct periodic integrity checks to ensure standardized assessment administration and the validity of the student data.
- Utilize all assessment tools in order to inform instructional decisions within the Tiered Model of delivery.
- Facilitate grade level data meetings every other week in order to review student data for intervention.
- Train staff to use the various data management tools to document student progress and evaluate the effectiveness of instruction.
- Train Reading Staff, SPED Staff and Speech and Language Pathologists to develop literacy specific evaluation protocol, and to establish goal oriented reading instruction criteria.

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| <b>2. Action Step</b>  | <b>Anticipated Outcomes</b>   | <b>Implemented By</b>               |
| Create a consistent knowledge base and common language among teachers that is grounded in current scientific-based reading research and brain studies. | Well trained faculty supporting and sustaining literacy initiative. | Faculty, Staff, and Administration. |

**Rationale/Strategies:**

- Team of literacy leaders (CTLs) will provide on-site facilitation and sustain the literacy initiative.
- Use the Planning and Evaluation Tool Revised (PET-R) Effective School-Wide Reading Program Survey to analyze yearly progress of implementation.
- Use evaluation materials, including *Levels of Use* and *Stages of Concern*, to measure implementation.
- Utilize current brain studies and reading research from the Language Essentials for Teachers of Reading and Spelling (LETRS) Module.
- Conduct in-class observations to collect evidence of classroom implementation.

- Provide in-class coaching and support to link information from the workshops to classroom practice.
- Plan professional development for effective use of differentiated instruction and co teaching models to support students and teachers.

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| <b>3. Action Step</b>   | <b>Anticipated Outcomes</b>                          | <b>Implemented By</b>              |
| Continue to implement core, supplemental and intervention programs to create tiered approach to delivering instruction at each grade level. | Specific learning needs of all students will be met. | Faculty, Staff and Administration. |

**Rationale/Strategies**

- Continue to implement the Scott Foresman Reading Street Program with consistency across all grade levels.
- Conduct grade level team meetings to strengthen implementation of the Reading Street program and build a team approach to delivering instruction.
- 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 further support program implementation.
- Conduct small group observations to evaluate the level of implementation and fidelity to programs in all tiers of instruction and conduct ongoing training and focus groups on how to effectively implement interventions.
- Observe teachers methods of differentiating core program instruction.
- Organize small group learning centers to manage class sizes during core reading and intervention instruction.
- Collect student data to determine the efficacy of Tier 2 and 3 interventions using the DIBELS Next database.
- Align and integrate the Common Core State Standards.
- Conduct vertical team meetings to ensure a seamless writing curriculum.

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| <b>4. Action Step</b>  | <b>Anticipated Outcomes</b>   | <b>Implemented By</b>              |
| Explore a Response to Intervention (RTI) model for writing and implement a K-5 core writing program based on the Empowering Writers Program. | A consistent knowledge base and common language among teachers and students that will result in improved ELA MCAS scores. | Faculty, Staff and Administration. |

**Rationale/Strategies**

- Conduct professional development workshops at each grade level to evaluate MCAS data and compare these results to classroom performance in order to fine tune our implementation.
- Implement the Empowering Writers Program and continue to use Keys to Literacy strategies to support writing instruction.
- 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.
- Revise grade level writing plans and resource manuals for grades K-5 to align with the Empowering Writers Program.
- Align and integrate the Common Core State Standards.
- Conduct vertical team meetings to ensure a seamless writing curriculum.

**Goal II. To improve student achievement and instructional practices in all aspects of mathematics.**

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| <b>1. Action Step</b><br>Improve mathematics instruction for all students through the continued use of a research-based mathematics program and the utilization of assessment data for instructional decision-making. | <b>Anticipated Outcomes</b><br>A consistent approach to mathematics instruction leading to improved Everyday Math, GMADE and MCAS scores. | <b>Implemented By</b><br>Faculty, Staff and Administration. |
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**Rationale/Strategies**

- Continue to implement the Everyday Math curriculum with fidelity in all K-5 classrooms.
- Refine the use of MCAS, GMADE, and Everyday Math 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 formal assessments (Everyday Math, MCAS, easy CBM Maze).
- Use the Effective School-Wide Math Program Survey as an annual assessment of implementation.
- Ensure consistent grading expectations for each grade level using Everyday Math assessments and use GMADE data to monitor and document progress toward grade-level goals and district benchmarks.
- Align and integrate the Common Core State Standards.

**Domain: Organizational Development**

**Goal III. To improve student achievement and instructional practices for full day kindergarten students.**

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| <b>Action Step</b><br>To continue to maintain and improve our full-day kindergarten program using the standards established by the NAEYC (National Association for the Education of Young Children). | <b>Anticipated Outcomes</b><br>A high quality Kindergarten Program that effectively supports our young students for success in first grade. | <b>Implemented By</b><br>Faculty, Staff and Administration. |
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**Rationale/Strategies**

- Continue to provide workshops for kindergarten staff.
- Continue to review and refine procedures related to full day kindergarten and NAEYC standards.
- Prepare and file annual report to NAEYC.

**Goal IV. Promote and encourage community involvement to support school initiatives.**

**Action Step**

Increase participation from the community in school related activities.

**Anticipated Outcomes**

More parents and families will participate in school activities, events, and programs.

**Implemented By**

Faculty, Staff and Administration.

**Rationale/Strategies**

- Organize Family Math Night for grades K-5.
- Set up a PTO welcoming committee on the day of August school tours.
- Create a members drive with a list of activities for PTO.
- Establish PTO Parent Programs, i.e.: Everyday Math Information Night and Scott Foresman Literacy Night.
- Prepare surveys to distribute at Open House for feedback on parent information nights.
- Explore the possibility of a Family Fitness Fair.
- Publish student writing samples and art projects in the monthly newsletter.
- Explore the possibility of creating a column written by volunteers in the community newspaper.
- PTO to conduct an end-of-year survey regarding parent programs and related activities.