

# CARVER PUBLIC SCHOOLS



## DISTRICT IMPROVEMENT PLAN 2011-2012

### Mission Statement

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

### Vision

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

# CARVER PUBLIC SCHOOLS

## *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*

*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.*

*Members of Schools and the Administrative Leadership Team share the responsibility of implementing and measuring*

*The District Improvement Plan.*

**Leadership Goal I:** Provide standards based curriculum and instruction to increase growth, and achievement as measured by selected state and local assessments.

**Standard 1:** Promotes the learning growth of all students and the success of all staff by cultivating a focus on effective teaching and learning the central focus of schooling.

Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-measurable outcomes.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CES & Gr 6	<ol style="list-style-type: none"> <li>1. Continue to implement the <i>Everyday Math</i> curriculum with fidelity in grades K-6.</li> <li>2. Refine the use of MCAS, GMADE, and <i>Everyday Math</i> assessment data to document student progress and to evaluate the effectiveness of instruction.</li> <li>3. Continue to develop a concrete plan (k-6) for providing mathematics intervention to the students most in need (Tier 2 and 3) using the data from formal assessments: <i>Everyday Math</i>, MCAS, easy CBM MAZE.</li> <li>4. Ensure consistent grading expectations for each K-5 grade level using <i>Everyday Math</i> assessments and GMADE data to monitor and document progress toward grade-level goals and district benchmarks.</li> <li>5. <b>Align and Integrate the Common Core Standards in mathematics.</b></li> </ol>	A consistent curriculum and K-6 mathematics instruction leading to improved student achievement in mathematics.	Unit tests in <i>Everyday Math</i> , <i>GMADE</i> , <i>easy CBM MAZE</i> and <i>MCAS scores</i>	6/12	Teachers, K-5 math Coach, Curriculum Team Leaders (CTL's), Principals, Director of Curriculum, Instruction and Technology (Dir. Of CIT).
ALL	1. Teachers, CTL's, and ALT use CTL, Grade Level, Department, and Staff Meetings to review and align standards.	The ELA and mathematics curriculum K-12 will be aligned with the Common Core.	MCAS scores will improve with the full implementation of the new Common Core Standards	6/13	Teachers, Administrative Leadership Team (ALT)

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CMHS	1. Department Chairs will use department meetings to review, revise, and create written curriculum units. 2. Revisions and new units will be based on Common Core and Carver Benchmarks.	Every course 6-12 will have standards-based units of instruction consisting of well-structured lessons with measurable outcomes	Annual review of curriculum Documents to ensure currency, relevance and rigor.	6/12	Teachers, Principals, Dir. Of CIT, Dir of Special Education, Dir of Literacy and Dept Chairs
CMHS	1. Department Chairs will use department meetings to review, revise, and create common assessments. 2. Revisions and new assessments will be based on Common Core and Carver Benchmarks.	Every course 6-12 will have common assessments with measurable outcomes	Annual review of common assessments to ensure currency, relevance and rigor.	6/12	Teachers, Principals, DCIT, Dir. Of SPED, DLIt., Dept. Chairs
CMHS	1. Revise Comprehensive Health Curriculum for grades 6-8 in order to include more health concepts. 2. Review Comprehensive Health Frameworks and compare current curriculum to revised curriculum.	Students in grades 6-8 will have more health concepts in their Comprehensive Health Curriculum.	By the time students leave 10 <sup>th</sup> Grade they will have completed a comprehensive and sequential Health program	6/12	Teachers, Dir of Athletics and Comprehensive Health

**Standard 1: Promotes the learning growth of all students and the success of all staff by cultivating a focus on effective teaching and learning the central focus of schooling.**

Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and results, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CES & Gr 6	<ol style="list-style-type: none"> <li>1. Continue to implement the Scott Foresman Reading Street Program at all grade levels.</li> <li>2. Conduct grade level team meetings to strengthen implementation of the Reading Street program in order to build a team approach to delivering instruction.</li> <li>3. Utilize time during staff meetings for grade level and intervention teams to share implementation highlights and instructional tools.</li> <li>4. Provide in-class coaching and modeling to further support the program implementation.</li> <li>5. Observe teaching methods using models for differentiating core program instruction.</li> <li>6. Conduct ongoing training and focus groups on the effective implementation of interventions.</li> <li>7. Collect student data to determine the efficacy of Tier 2 and 3 interventions.</li> <li>8. Use vertical team meetings to ensure seamless writing instruction based on <i>Empowering Writers Curriculum</i>.</li> </ol>	<p>Specific learning needs of all students will be met. Shared vision of teaching and learning will be the central focus of the school community.</p>	<p>Using the team approach, conduct observations to evaluate the level of implementations and fidelity to programs in all tiers of literacy instruction (reading and writing).</p> <p>Using the DIBELS Next Data Base Reports, analyze individual progress related to specific interventions.</p>	6/12	<p>Teachers, Principals, Dir of CIT, Dir of Literacy, &amp; 6-12 Literacy Coach</p>

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ALL	<p>1.Continue to work with Gail Breire to refine the benchmark process for writing K-10.</p> <p>2.Teachers will implement three writing prompts each year.</p> <p>3.Teachers will use the grade level benchmark rubrics to commonly score the student writing in a timely manner.</p> <p>4.Teachers will use the results of scoring the common assessments to inform and improve writing at every grade level.</p>	<p>Consistent teaching of specific literacy skills across content areas to improve student writing on the long composition.</p>	<p>Analysis of individual growth on common writing assessments and improvement on the long composition portion of the MCAS at grades 4,7, and 10</p>	<p>Review Quarterly And 6/12</p>	<p>Administrative Leadership Team</p>
ALL	<p>1.Use adjustments in scheduling, staff training and Professional Learning Communities (PLC) to showcase best practice in inclusion.</p> <p>2.Provide information and training to Staff about various disability types and the impact on student learning.</p> <p>3. Continue to build on the appropriate use of assistive technology.</p> <p>4. Provide information and professional development on effective teaching modification.</p>	<p>Inclusion classrooms will reflect research-based best practices.</p> <p>All students in inclusive classrooms will show growth commensurate with the general classrooms.</p>	<p>Improvement in student achievement for students with disabilities in inclusion classrooms.</p> <p>Measures will include unit tests, term grades, MCAS and other assessments.</p>	<p>Review Quarterly And 6/12</p>	<p>Teachers, Administrative Leadership Team</p>

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CMHS	<ol style="list-style-type: none"> <li>1. Work closely with the newly hired staff to develop the program that best meets the needs of the students.</li> <li>2. Give frequent feedback to staff of these programs.</li> <li>3. Monitor the programs with frequent walk-through observations.</li> </ol>	Students will be successful in meeting their individual educational goals with this specifically designed instruction.	Monitor progress of individual according to the goals of their IEP's.	Ongoing 6/12	Teachers, Principals, Dir of SPED
CMHS	<ol style="list-style-type: none"> <li>1. The Dir of CIT will work with the Mathematics Dept. Chair and teachers to improve mathematics instruction.</li> <li>2. Review student MCAS data and identify areas in need of improvement.</li> <li>3. Teachers will modify instruction as a result of data analysis.</li> </ol>	Students will show growth in Mathematics achievement on unit tests and MCAS.	Unit tests, MCAS, and if needed, GMADE.	Ongoing 6/12	Dir of CIT, Teachers, Dept. Chair of Math

**Standard 1:** Promotes the learning growth of all students and the success of all staff by cultivating a shared vision of teaching and learning the central focus of schooling.

analyzes data from assessments, draws conclusions, and shares them appropriately.

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CES	1. Provide leadership in data analysis so that teachers can draw conclusions from student data that enables them to plan for instruction to meet the needs of the students. 2. Work with CTL's to become proficient users of TEST WIZ for data analysis 3. Attend bi-weekly data meetings with grade levels. 4. Regularly attend grade level meetings.	Teachers and Administrators will use data to make informed decisions regarding curriculum and instruction	Increased use of data in goal setting, lesson planning, and instruction.	6/12	Teachers, Principals, Dir of CIT, Dir of SPED, Dir of Literacy, K-5 Math Coach
ALL	1. Use data analysis tools: Test Wiz, Excel, Univ of Oregon Database, and Data Warehouse. 2. Use Smart Goal Setting to establish improvement goals based on data analysis.	Teachers and Administrators will use data to make informed decisions regarding curriculum and instruction	Increased use of data in goal setting, lesson planning and Instruction.	6/12	



**Standard 1: Promotes the learning growth of all students and the success of all staff by cultivating a focus on effective teaching and learning the central focus of schooling.**

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, to pursue meaningful, actionable, and measurable professional practice and student learning goals. Conducts announced visits to classrooms and gives targeted and constructive feedback to teachers. Exercises judgment in assigning ratings for performance and impact on student learning. Distinguishes between judgment about practice and data about student learning, growth or achievement when evaluating and understands that the supervisor has the responsibility to confirm the rating in cases where a discrepancy exists.

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CES & Gr 6	<ol style="list-style-type: none"> <li>1. Team of literacy leaders (Curriculum Team Leaders-CTL's) will provide on-site facilitation and sustain the literacy initiative.</li> <li>2. Utilize current brain studies and reading research from the Language essentials for Teachers of Reading and Spelling (LETRS) Module.</li> <li>3. Conduct in-class observations to collect evidence of classroom implementation.</li> <li>4. Provide in-class coaching and support to link information from the workshops to classroom practice.</li> <li>5. Plan professional development for the effective use of differentiated instruction and co-teaching models to support students and teachers.</li> </ol>	Sustained literacy initiative through meaningful, actionable, and measurable professional practice that results in learning growth for all students.	<ol style="list-style-type: none"> <li>1. Use the Planning and Evaluation Tool Revised (PET-R) Effective School-Wide Reading Program Survey to analyze yearly progress of implementation of literacy programs.</li> <li>2. Use evaluation materials, including <i>Levels of Use</i>, and <i>Stages of Concern</i>, to measure implementation of literacy programs</li> </ol>	6/12	Teachers, Principals, Dir of CIT, Dir of SPED Dir of Literacy, CTL's and 6-12 Literacy Coach
ALL	<ol style="list-style-type: none"> <li>1. Schedule ALT team walk-through and individual administrative walk through observations.</li> <li>2. Provide feedback to teachers.</li> </ol>	Aligned instructional practices that reflect the focus on improving student outcomes in Literacy, Math, and Science.	A variety of assessment tools to measure student progress: MCAS, unit tests, DIBELS, Writing Rubrics, GRADE, GMADE & others.	Ongoing 6/12	Dept Chairs CTL's, and Administrative Leadership Team

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Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, ensures that all staff pursue meaningful, actionable, and measurable professional practice and student learning goals. Conducts announced visits to classrooms and gives targeted and constructive feedback to teachers. Exercises judgment in assigning ratings for performance and impact on student learning. Balances judgment about practice and data about student learning, growth or achievement when evaluating and understands that the supervisor has the responsibility to confirm the rating in cases where a discrepancy exists.

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ALL	<ol style="list-style-type: none"> <li>1. Assign administrator to monitor Individual PIP.</li> <li>2. Provide mentoring as needed.</li> <li>3. Monitor progress towards goals Of PIP.</li> <li>4. At minimum, give quarterly feedback on progress</li> </ol>	Ensures educators pursue meaningful, actionable, and measurable professional practice and growth in student learning goals.	Frequent classroom observations with data driven judgment for performance and impact on student learning	Ongoing 4/12	Administrative Leadership Team
ALL	<ol style="list-style-type: none"> <li>1. Work with the CTL group to define the process and products of the new teacher evaluation regulations.</li> <li>2. Use models provided by DESE.</li> <li>3. Set schedule for implementation.</li> <li>4. Once the negotiations are completed communicate the new system to staff.</li> </ol>	An evaluation process that provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.	A smooth transition from the current system to the new system will show cooperation and collaboration from all stakeholders.	6/13	CTL's, EAPC, Administrative Leadership Team, and School Committee
ALL	<ol style="list-style-type: none"> <li>1. Schedule the walk-throughs</li> <li>2. Provide meaningful feedback to teachers.</li> </ol>	Gather data on instructional practices.	At each ALT meeting we will report walk-through observations.	Review Monthly	Administrative Leadership Team

**Standard 1: Promotes the learning growth of all students and the success of all staff by cultivating a focus on effective teaching and learning the central focus of schooling.**

**Non-making indicator:** Uses multiple sources of evidence related to student learning, including state, district and school data to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

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CES & Gr 6	<ol style="list-style-type: none"> <li>1. Maintain the Univ. of Oregon data base.</li> <li>2. Use data reports to measure efficacy of literacy program implementation.</li> <li>3. Conduct periodic integrity checks to ensure standardized assessment administration and the validity of student data.</li> <li>4. Utilize all assessment tools in order to inform instructional decisions within the Tiered Model of delivery.</li> <li>5. Facilitate grade level data meetings every other week in order to review student data for intervention.</li> <li>6. Train staff to use the various data management tools to document student progress and to evaluate the effectiveness of instruction.</li> <li>7. Train Reading staff, SPED staff, and Speech and Language staff to identify literacy specific protocol, and to establish goal-oriented reading instruction criteria.</li> </ol>	<p>Analysis of valid student data will inform tiered instruction leading to improved academic achievement for students.</p> <p>Increase the reading fluency and comprehension of at-risk 6<sup>th</sup> grade students.</p>	Administer, interpret, and correlate data from multiple forms of literacy assessments including the Group Reading Assessment Diagnostic Evaluation (GRADE); DIBELS Next; Scott Foresman; decoding surveys; Spelling inventories; and the MCAS.	6/12	Teachers, Principals, Dir of CIT, Dir of SPED Dir of Literacy, and 6-12 Literacy Coach

**Operations Goal 2:** Maintain current staff and programs while addressing the school buildings and implementing legal mandates utilizing available resources as current staffing levels and programs, ongoing monitoring of building conditions, and legal mandates.

**Standards Standard 2:** Promotes the learning and growth of all students and the success of all staff by ensuring an effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

Director: Develops and executes effective plans, procedures, routines and operational systems to address a full range of academic, behavioral, and social needs of students.

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CES	1. The Superintendent and School Committee will work with an independent vendor to develop and implement a Building Needs Survey. 2. Analyze the survey data and communicate the results to the Carver Community.	The Carver community will recognize and support the immediate need for a safe, healthy, and educationally sound learning environment for the current and future Carver Elementary students.	1. Develop and implement a Building Needs Survey 2. Analyze the data	1/12	Superintendent, Assistant Superintendent, School Committee, Board of Selectmen, and the citizens of Carver
CMHS	1. Work with teachers and guidance nurses, Dir of Comprehensive Health, and Peer Helpers to assess student awareness of the dangers of these substances.	Using data plan for a prevention/intervention program to address the specific need.	Collect data on the number of individual students involved in substance abuse of opiates and prescription drugs.	6/12	Teachers, Assistant Principal
CMHS	1. Review revised concussion statutes in Mass General Laws. 2. Revise record keeping to comply with new legislation	Accurate tracking of students who have suffered a concussion, will allow us to identify students who are at-risk for long term injuries and make appropriate decisions regarding their participation in sports.	Track head injuries for all students involved in sports.	6/12	Nurse Leader, Dir of Athletics and Comprehensive Health, Coaches, parents, and Students.

**Standards Standard 2: Promotes the learning and growth of all students and the success of all staff by ensuring an effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.**

**Management and Development Indicator: Implements a cohesive approach to recruitment, hiring, induction, and professional growth that promotes high quality and effective practice.**

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ALL	1. Identify strength and weaknesses of current program. 2. Plan and implement programmatic changes to address weaknesses and support strengths.	A cohesive approach to teacher induction and development will define the Carver Teacher Mentor Leadership Team and The Mentor Program.	End of year mentor and teacher evaluations will identify strengths and areas needing improvement.	6/12	Mentor Leadership Team Mentors, new Teachers
ALL	1. Principals compare traditional advertising to web-based system. 2. Principals make a recommendation for future use.	Highly qualified teachers will be recruited and hired in Carver Public Schools	The yearly DESE report will report 100% highly qualified teachers in Carver.	12/11	Superintendent Principals
ALL	1. Dir of CIT will become proficient in all aspects of the licensure process. 2. Teachers will complete licensure procedures in a timely manner. 3. EAPC will collaborate with teachers to ensure they understand the process.	All teachers will be licensed in their assigned teaching positions.	The yearly DESE report will report 100% highly qualified teachers in Carver.	12/11	Superintendent Dir of CIT EAPC

**Standards Standard 2: Promotes the learning and growth of all students and the success of all staff by ensuring an effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.**

**Policy Indicator: Understands and complies with state and federal laws and mandates, school committee policies, agreements, and ethical guidelines.**

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ALL	1. Review and revise procedures and practices related to the implementation of the <i>The Act Relative to Prevention and Intervention of Bullying</i> .  2. Review all bullying incident reports bi-annually.	Consistent prevention and intervention regarding bullying in all forms in all schools.	Analysis of response to reports of bullying in the district.	6/12	All Staff, Teachers, Administrative Leadership Team
CMHS	Review and revise procedures and practices related to the implementation of the Concussion policy regulated by Mass General Laws.	Consistent prevention and Intervention regarding students who have sustained a previous head injury and/ or concussion.	Nurse Leader will create a new record keeping system to manage data and reports of students who have suffered a concussion	6/12	Physical Education Teachers, Coaches, Nurse Leader, Dir Of Athletics and Comprehensive Health

**Standards Standard 2: Promotes the learning and growth of all students and the success of all staff by ensuring an effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.**

**Indicator:** Develops a budget that supports the district's vision, mission and goals; allocates and manages expenditures to meet school level goals and available resources.

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ALL	Effectively build the budget by identifying priorities, funding sources, educational, fiscal and technology needs	Budget process will educate the community on the fiscal and educational needs of the students.	Managing the budget by ongoing review of revenues and expenditures.	Monthly	Superintendent, Asst Superintendent, Business Office, and School Committee
ALL	1.Exercise preventive maintenance, and safety inspections on all facilities and the transportation fleet. 2.Make monthly reports to the School Committee on the status of Capital Needs.	The Capital Outlay plan will accurately reflect the needs of the school system.	Accurate record – keeping and reporting on preventive and extraordinary maintenance and safety inspections.	Monthly	Superintendent, Asst Superintendent, Dir of Facilities, Dir of Transportation, Business Office, and School Committee
ALL	1. Implement green initiatives when they are needed and cost effective. 2.Continue to collaborate with the Town as they investigate green Initiatives.	Green initiatives will be Implemented when they are determined to increase efficiency and are financially feasible.	Outcome analysis of green or standard approach to determine efficiency benefits and financial feasibility.	As Needed	Superintendent Asst Superintendent Town of Carver
ALL	1. Determine funding needs and Matching grants. 2.Evaluate and write grants. 3. Manage grant funds effectively	Grant funds will provide seed funding for sustainable educational activities.	Measure effect of grant funding to provide additional educational opportunities for students and teachers.	As Available	Superintendent, Asst. Superintendent, Dir of CIT, Dir of Literacy, others
ALL	Through bargaining in good faith, maintain an educationally and fiscally sound school system.	Contract negotiations and Agreements are completed by August 30, 2012.	Timely contracts that are supported by the limits of the budget.	Ongoing 8/30/12	Superintendent, Asst. Superintendent School Committee
ALL	Collaborate with Board of Selectmen, School Committee, and community to communicate the building needs.	Survey data and independent analysis will provide stakeholders with information.	If successful, the community will come together to submit a statement of Interest to MSBA	1/12	Superintendent, Asst Superintendent, School Committee & Carver Board of Selectmen

**Community Goal 3:** Inspire family, community, and schools to partner in support of academic, personal, social, and emotional growth, and school pride as measured by attendance data, community attendance at school events, and number of discipline referrals.

**Engagement Standard 3:** Promotes the learning and growth of all students and the success of all staff through partnerships with families, community organizations, and other stakeholders that support the mission of the school.

**Indicator:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the school, and community's effectiveness.

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CES	<ol style="list-style-type: none"> <li>1. Organize Family Math Night for Grades K-5.</li> <li>2. Set up a PTO welcoming committee for the August school tours.</li> <li>3. Create a members drive with a list of PTO activities.</li> <li>4. Establish PTO Parent Programs, i.e. <i>Everyday Math Information Night, Scott Foresman Literacy Night, and School Wide Positive Behavior Intervention and Support (SWPBIS)</i>.</li> <li>5. Explore the possibility of a Family Fitness Fair.</li> <li>6. Publish student writing samples and art projects in newsletter.</li> <li>7. Explore the possibility of creating a column written by community volunteers and published in the newsletter.</li> </ol>	More parents, families, and community members will participate in school activities, events, and programs.	<p>Collect data on participation in school activities, events, and programs.</p> <p>Survey parents at Open House for interest in parent programs. PTO conduct an end-of-year survey regarding parent programs and related activities.</p>	6/12	Teachers, Principals, Dir of CIT, Dir of Literacy, Math Coach, PTO Board, and School Council, and School Committee



**Engagement Standard 3: Promotes the learning and growth of all students and the success of all staff partnerships with families, community organizations, and other stakeholders that support the mission of the**

Key Indicator: Continuously collaborates with families to support student learning and development both at home and

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CES	Parent information meetings, parent conferences, newsletters, and mailings.	<i>School Choice Families</i> will participate in school activities, events, and programs	PTO survey of parent engagement	11/11 & 6/12	Principal, PTO, School Council
CMHS	1. Make families aware of the record keeping and mandated reporting of concussions. 2. Work with town recreation teams to make them aware of the school committee policy on Concussions.	Students, parents and community members will understand the symptoms of a concussion and their responsibility to report it.	Parents will complete a sign-off statement on the meaning of the Concussion Policy when students register to play a sport.	Each Sport Season	Dir of Athletics and Comprehensive Health, Nurse Leader, Physical Education Teachers and Coaches

**Engagement Standard 3: Promotes the learning and growth of all students and the success of all staff partnerships with families, community organizations, and other stakeholders that support the mission of the**

ator: Addresses family concerns in an equitable, effective, and efficient manner.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CMHS	<ol style="list-style-type: none"> <li>1. Increase communication with parents and the community through the website and newsletter.</li> <li>2. Post weekly calendar of events on the school website.</li> <li>3. Develop a school advisory board of students and teachers to address school-wide concerns.</li> <li>4. Develop more opportunities for positive student recognition.</li> <li>5. Implement a second H.S. awards event.</li> </ol>	Improve school spirit culture and climate.	Conduct a school climate survey.	6/12	Students, teachers, Principals
ALL	1.The Dir of CIT will meet regularly with webmasters to ensure timely updates to the website	The website will be current and up to date.	All non-current information will be removed from the website. All current information will be posted on the website. The Dir of CIT will evaluate the currency of the website.	Ongoing	Dir of CIT, webmasters, and Administrative Leadership Team
ALL	<ol style="list-style-type: none"> <li>1. Teachers will use growth data from DESE to report on individual growth in achievement.</li> <li>2. Work with the EAPC to implement Data-based reporting at parent Conferences.</li> </ol>	Parents will be informed on the achievement growth of their students.	The DESE growth measurement tools will be used to measure individual student growth in achievement.	6/13	Teachers, EAPC, Administrative Leadership Team

**Family Engagement Standard 3: Promotes the learning and growth of all students and the success of all staff through partnerships with families, community organizations, and other stakeholders that support the mission of the district.**

Indicator: Addresses family concerns in an equitable, effective, and efficient manner.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
ALL	1. Respond to concerns in a timely manner. 2. Inform the Superintendent of concerns that may rise to the Central Office level of response.	Parents will receive timely feedback on their concerns.	Parent concerns will be heard and the response will be timely.	Ongoing	Administrative Leadership Team.

**Culture Goal 4:** Revise and implement policies and procedures in order to promote effective practices, high standards, effective communication, and continuous learning supported by the implementation of appropriate policies and procedures; Teacher Evaluation Tools; Administrative Evaluation Tools; NAEYC accreditation; NEASC accreditation; Positive Behavior Intervention Supports(PBIS); and Conflict Resolution.

**Standard 4:** Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.

Standards Indicator: Fosters a shared commitment to high standards of teaching and learning with high staff commitment for all, including:

Core Values: Develops, promotes and secures staff commitment to core values that guide the development of a student-oriented mission statement and on-going decision-making.

Facilitates and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage in a thoughtful and productive series of conversations and deliberations about important school matters.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CMHS	1. Prepare a self-study report in which we will evaluate the school, using the seven NEASC standards of Core Values and Beliefs, Curriculum, Instruction, Assessment, School Culture and Leadership, School Resources for Learning, and Community Resources for Learning. 2. Each Standard Committee will rate the school against the standards and provide supporting evidence.	1. Based upon the identified strength and weaknesses in the self-study and the NEASC final report, a two and five year action plan will be developed to address the critical needs. 2. The recommendations from the NEASC visit and report will drive the school improvement planning for the next five years.	The self-study report and the NEASC visit and final report	6/12	Teachers, Staff, Principals, Students, and Parents

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
	3. Each Standard Committee will develop a list of strength and weaknesses in comparison to the NEASC standards.		The self –study report and the NEASC visit and final report	6/12	Teachers, Staff, Principals, Students, and Parents
CMHS	1.Work with faculty, students, and parents to collect data on the number of students enrolling in four –year colleges. 2 .Analyze the data.	The faculty, students, and parents will identify a common goal for increasing Carver participation in full-time post-secondary education	Collect data of college applications and participation in full-time post-secondary education for the fall of 2012.	6/12	Teachers, Principals, Students, and Parents.

**Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.**

**Indicator: Ensures that policies and practices enable staff members and students to contribute to and interact in a diverse environment in which students' backgrounds, identities, strengths and challenges are respected.**

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
ALL	1. Plan for IEP meetings to specifically address the development of coping skills in students with disabilities as well as meeting social/emotional needs of students. 2. Identify barriers to success. 3. Use the team meeting to establish clearly written and measurable social/emotional goals for students.	1. Teachers will read and understand IEP goals. 2. Teachers will plan instruction to support growth towards meeting specific social/emotional goals for students. 3. Barriers to success will be reduced.	Annual review of progress to meet IEP goals for individual students	9/11-9/12	Principals, Teachers, School Psychologist, and Dir of SPED

**Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.**

Indicator: Demonstrates strong interpersonal, written, and verbal communication skills.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
ALL	1. Use Connect Ed for timely verbal communication. 2. Use email appropriately to Communicate with stakeholders. 3. Use phone calls to establish effective communication. 4. Use face to face meetings to deliver sensitive and confidential information to stakeholders.	Stakeholders will be informed and engaged with the Carver schools through effective communications.	Stakeholders will be contacted in an appropriate and efficient manner.	Ongoing	Administrative Leadership Team.

**Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.**

**Indicator:** Develops and nurtures a culture in which all staff members are reflective about their practice and use research, best practices and theory to continuously adapt instruction and achieve improved results. Models these practices in his or her own practice.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CES	1. Provide workshops for Kindergarten Teachers and Paraprofessionals. 2. Continue to review and refine procedures related to full day Kindergarten and the NAEYC standards.	A high quality Kindergarten Program that effectively meets the NAEYC standards and supports our young students for success in first grade.	Prepare and file report using the standards established by the National Association for the Education of Young Children.	6/12	Teachers, Para-Professionals, Associate Principal in charge of full day Kindergarten
CES	Delegate additional responsibilities for MCAS administration and upper Elementary work to both Associate Principals.	The Elementary Administrative Team will continue to learn the broad spectrum of administrative responsibilities	Associate Principals will demonstrate competency in all skills related to MCAS administration and data analysis of MCAS results.	6/12	Elementary Principals
ALL	1. Schedule KTL training for all staff. 2. Use walk-through observations to assess implementation of KTL. 3. KTL strategies will assist in the full implementation of the new Common Core standards in every classroom.	All classroom teachers will Complete the KTL training in 1. The Answer Key 2. Keys to Comprehension 3. Keys to Vocabulary Walk-through observations will demonstrate KTL strategies are embedded in every teacher's instructional repertoire.	1. Completion of KTL training by FY2013. 2. Classroom observations will document implementation of KTL strategies.	6/12 & 6/13	Teachers, Principals, Administrative Leadership Team
ALL	1. Identify needs of stakeholders. 2. Meet regularly with literacy leaders. 3. Work with the HILL for Literacy to schedule professional development.	Makepeace Literacy Leadership Center will provide the south shore with a demonstration site for best practices.	Participation and engagement in the activities of the center will be monitored. Successful implementation will be linked to future funding.	Ongoing	Dir of Literacy Dir of CIT HILL for Literacy Superintendent

**Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.**

Indicator: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which all students are prepared to succeed in postsecondary education and careers, and can become responsible citizens and community members.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CES	1. Collaborate with faculty, staff, PTO, School Council, and the Superintendent to develop a process for continuing a shared educational vision	The principal will engage all stakeholders to nurture and sustain a school culture of reflective practice, high expectations, and continuous learning.	The principal will consult all stakeholders in order to form a plan. At the end of the year the stakeholders and the principal will review progress made on the plan.	12/11 & 6/12	Teachers, Principals, PTO, School Council Superintendent



**Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practices, and continuous learning for staff.**

Indicator: employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building district/school community.

<b>Site</b>	<b>Strategies for Success (How are we going to do this?)</b>	<b>Anticipated Outcomes (Why are we doing this?)</b>	<b>Measurement (How will we measure this?)</b>	<b>Target Date</b>	<b>Implemented by: (Who will do this?)</b>
CMHS	1. Communicate with students and staff high expectations for behavior. 2. Implement the School-Wide Positive Behavior Intervention Support (SWPBIS).	A positive school climate that supports learning	Office referrals, detentions, and suspensions will be analyzed both for number of incidences and types of incidences.	6/12	Teachers, Principals, and students
CMHS	1. First review meeting prior to school opening. 2. Second review meeting after semester one	Recognition of repeated patterns in bullying incidences in order to plan for preventive measures more efficiently.	Number of incidences, patterns of repeated incidences, consistency of response to reports of bullying.	9/12 & 6/12	Principals
ALL	1. Meet regularly with Nurse Leader & nursing staff. 2. Address concerns immediately. 3. Monitor progress of addressing concerns	Nurses will work together in a professional environment for the well-being of children.	Monitor issues of concern and meet regularly with the nurses.	ongoing	Dir of CIT and Others as needed