Carver Public Schools



***DISTRICT IMPROVEMENT PLAN 2013-2014***

***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.**

 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 Responsibilities*

 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.

**ALT** Administrative Leadership Team

**Key to Abbreviations and Acronyms**

**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 (includes Elementary Lead Teachers, Middle High School Department Chairs and all Administrators (ALT)

**DIBELS 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

**ELA** English Language Arts

**GMADE** Group Mathematics Assessment & Diagnostic Evaluation

**GRADE** Group Reading Assessment & Diagnostic Evaluation

**IEP** Individual Education Plan

**KTL** Keys to Literacy

**Key to Abbreviations and Acronyms**

**LETRS** Language Essentials of 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 Careers

**PBIS** Positive Behavioral Interventions and Support

**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

**Instructional Leadership Goal 1**:

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.

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| **Action Steps****What are we going to do?** | **Site** | **Strategies for Success****How are we going to do this?** | **Anticipated Outcomes****Why are we doing this?** | **Measurement****How will we measure?** | **Target****Date** | **Implemented by whom?** |
| Facilitate grade level data meetings in order to review student data for intervention | CES | Train staff to use the various Data management tools to document student progress and evaluate the effectiveness of InstructionContinue collaboration between Reading Team, SPED Team, and speech and language pathologists to refine and implement literacyspecific evaluation protocol, and to establish goal oriented reading instruction criteria | Use data to inform teachers’ instructionUtilize other District Determined Measures(to be identified by 1/2014)for data analysis | Conduct data meetings and observe differentiationthrough walkthroughs | OngoingJune 2014 | AdministratorsDir. of LiteracyLead TeachersSpecial Educators |
| Improve mathematics instruction for all students through the continued use of a research-based Mathematics program and the utilization of assessment data for decision making | CES |  Continue to implement the Everyday Math program with fidelity in All K- 6 classrooms.Refine the use of MCAS, Every Day Math and EasyCBM 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 and3) by correlating data from assessments-Everyday Math, MCAS, and EasyCBM Implement K-5 Workshop Model to improve* Differentiation of instruction
* Continue to implement Answer Key

Strategies to improve student outcomes in Open Response format | A consistent approach toMathematics instruction Resulting in improved Everyday Math, EasyCBM, MCAS scores and otherDistrict Determined Measures | Everyday Math AssessmentsCES Common AssessmentsEasyCBM dataSurvey PLC, grade level Teachers regardingImplementation and Professional DevelopmentConduct data meetings and observe differentiation through walkthroughs | OngoingJune 2014 | AdministratorsDir. of CurriculumMath CoachLead TeachersTeachersSpecial Educators |

**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.**

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| Align and integrate the CCSS | CES |  Continue the development of crosswalkdocument between Everyday Math and CCSS power standards, and continued development of common assessments to measure mastery of power standardsProvide professional development in EverydayMath and CCSS | Implement rigorousstandards-based units ofinstruction consisting ofwell-structured lessonswith measurable outcomesImprove student outcomes inMath | Everyday Math assessmentsCommon assessmentsEasyCBM assessmentsMCASUtilize District Determined Measures identified by January2014 | OngoingJune 2014 | AdministratorsMath CoachLead teachersTeachersSpecial Educators |
| Align and integrate the CCSS | CMHS |  Continue the development of units of studyIntegrating CCSS in all subject areas | Implement rigorousstandards-based units ofinstruction consisting ofwell-structured lessonswith measurable outcomes | Increased number of units aligned to the CCSS, through walk-throughs, mutually agreed upon measures | Ongoing June 2014 | Administration, Department Chairs, and Teachers |
| Develop Grade 6 writing intervention Program  | CMHS  | Use current writing benchmark data spreadsheets to identify at risk students and provide additional writing instruction  | Transient Writing intervention Program  | Increase of 5% on essay and short answer results | June 2014 | Asst. Principals, English Dept. Chair, teachers |
| Identify and pilot rigorous standards-based science curriculum in grades 6-8 | CMHS | Teacher will select units to comprise a full course from the available modular courses | Students will have a three year spiral sequence of course that meet align with Mass. standards | Each course will contain units that are aligned with the Mass.standards | June2014 | Dir of CIT, ScienceDepartment ChairTeachers in grades 6-8 |

**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 Instruction:** 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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| Create a consistent knowledge base, common language and common practice that is grounded in current scientific-based literacy research, including brain studies and Language Essentials for Teachers of Reading and Spelling(LETRS)Modules | CES |  Collect evidence of classroom implementation and analyze annual progressProvide in-class coaching and support to link information from the current research and best practices to classroom instructionPlan professional development for effective use of differentiated instruction and co-teaching Ensure implementation of LETRS strategies, Empowering Writer’s, KTL (Vocabulary, Comprehension & Answer Key, SFRS, district determined intervention | To ensure student growth through understanding and implementation of best practices | PET-REffective School-Wide Reading ProgramLevels of Use and Stages of Concern SurveyWalk-through observationsGrade level curriculum plan | OngoingJune 2014 | TeachersAdministrationDir. of LiteracyECRI CoachLead TeachersReading Team |
| Support Professional Learning Communities(PLCs) to strengthen implementation ofkey initiatives and build a team approach todelivering instruction | CES |  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 implementationConduct ongoing training and focus groups on how to effectively implement interventions to support program implementation Conduct on-going training and focus groups on how to effectively implement interventions | Ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work teachers and administrators will use PLCs to strengthen implementation of key instructional initiatives | Collect student data to determine the efficacy of Tier 2 & 3 interventions using the Univ of Oregon’s DIBELS Data SystemObserve 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 instructionMonitor the revisions of grade level curriculum plans and student outcomes | OngoingJune 2014 | AdministrationDir. of LiteracyLead TeachersDir. of Curriculum |

**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.**

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| Align and integrate the MA 2011Frameworks/Common CoreState Standards (CCSS) | CES | Initiate Vertical team meetingsto ensure implementation of an articulated preK-5 curriculum | Students achieve learning benchmarks needed to be successful in the next year | Common assessmentsPacing documentsWalkthrough observationsDistrict Determined Measures | OngoingJune 2014 | AdministratorsLead TeachersDir of LiteracyMath Coach |
| Evaluate the increase to the number of heterogeneous courses offered in the English Department and consider additional heterogeneous offerings | CMHS | Survey students and teachers on success and challenges of the current offerings. Discuss expansion of offering with during review of Program of Studies for 2014-2015 | An overall increase in thenumber of heterogeneouscourses at CMHS  | Review of course offerings | June 2014 | Administration |
| Develop ways to increase the utilizationof technology by teachers and access totechnology by students | CMHS | Allocate 180 new I-Pad’s at CMHSProvide training for teachers on I-Pad’sProvide 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 2014 | Faculty, Department Chairs, Administration |
| Administrators will complete a minimum of 10 Walkthroughs on a weekly basis with Targeted constructive feedback  | CMHS | Dedicate time on a weekly basis to completeWalk through | Increased use of effective instructional strategies by staff  | Completion of observation formsIn baseline edge | June 2014 | Administrators  |
| 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 2014 | Administration |
| Provide research based reading instruction for students in CMHS Language based programs  | CMHS | Create HS language based program and collaborate with middle school program for program consistency Increase use of technology within the classroom Provide teachers with Professional Development  | Identify and provide appropriate supports for students with significant language based disabilities | Using pre and post assessments, 90% of the students will show growth  | June 2014 | Director of Special Education, Teachers  |

**I-B Instruction:** 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.

**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 Assessment:** 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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| Strengthen the implementationOf the K-5 Core Writing | CES | Use data analysis to evaluate MCAS data and compare to classroom performanceContinue to implement the EmpoweringWriters and Keys to Literacy strategies Revise, as needed benchmark writingRubrics and AssessmentsContinue to use the guided collaborativescoring of benchmark writing assessmentsProvide continued professional development in for Empowering Writers and Keys to Literacy | A consistent knowledge base and common languageamong teachers and studentsthat will result in improved scores on grade level writing assessments and ELA MCAS scores | ELA MCAS ScoresGrade Level WritingBenchmark AssessmentsDistrict Determined MeasuresWalkthroughs | OngoingJune 2014 | Teachers andAdministrators |
| Conduct weekly 10 minute walk throughs in PreK-grade 5 and provide targeted feedback | CES | Dedicate time weekly to complete walkthroughsImplement strategies from the Break Through Coach | Increase the use of effective instructional strategies by staff | Completion ofObservation forms inBaseline Edge | June2014 | AdministratorsLit Dir and Math Coor. |
| Revise curriculum and instructionalstrategies used in Math Plus classesin grades 6-8 | CMHS | Students who scored needs improvement onmath MCAS or who scored below grade levelon the CBMaze will be placed in Math Plus.Teacher will identify students areas of weaknessAnd gaps and use differentiated instruction toremediate as necessary. | Curriculum will be developed to ensure that students are prepared to take common core aligned math course the following year.  | Grades 6,7,8 MCAS scores | Jan 2014 | Math Teachers, 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-D Evaluation:** Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

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| Administrators will complete a minimum of10 walk-throughs on a weekly basis with targeted constructive feedback | CMHS | Dedicate time on a weekly basis to complete walk-through | Increased use of effectiveinstructional strategies by staffFocused conversations with teachers using capacity building feedback | Completion of observation forms in Baseline Edge  | June 2014 | Administrators |
| Conduct at least 1 x per week walk through visits in grades K-5 | CES | Dedicate time on a weekly basis to complete walkthroughs | Increased use of effective instructional strategies by staffFocused conversations with teachers using capacity building feedback | Completion of observation forms in Baseline Edge | June 2014 | Administrators |
| The Superintendent will model the use of the New Educator Evaluation System (NEES) through effective and timely implementation of all components in the supervision and evaluation of alladministrators | District | Work with Research for Better Teaching and Baseline Edge to provide the framework for the effective implementation of the NEESOngoing constructive feedback and capacity building conversations with administrators | The NEES implementation will increase the capacity of the administrators to give ongoing constructive feedback to teachers which results in improved outcomes for students | All administrators will effectively use the NEESFor supervision and evaluation of all staff in alignment with the state regulations and contract provisions as measured by effective completion of all components in a timely manner  | OngoingAugust 2013 -June 2014 | Superintendent |

**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-E Data Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district and school assessment results

and growth data to inform school and district goals and improve organizational performance, educator effectiveness and student learning.

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| Participate and present information and dialogue regarding student assessment and data | CES | Use data meetings, grade level meetings and lead teacher meetings in which the principal will participate | Increase teacher’s understanding of student strengths and needs in writing | Maintain a log and minutes of meetings and discussions | June 2014 | Principal |
| Develop and implement whole-school and departmental professional development activities on the use of school-wide rubrics and common assessments | CHMS | Reserve professional development datesExplicitly for the purpose of implementing this professional development. Share sample assessments and activities based on the use of the school-wide rubric. Model and practice scoring assignments with the whole analytical school-wide rubric | The development of high quality common assessments in every department that allow for the effective monitoring of student achievement of the school’s 21st century learning skills | Published high-quality common assessments in each department’s “Shares” Folder on the Intranet for CMHS | June 2014 | CMHS Administration and 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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| Establish common, clear and concise, and realistic behavioral expectations that will be determined and implemented by the whole staff. | CES | Professional Development for the entire staff on PBIS, RTI, and other character education componentsImplement behavior teaching matrix with common lesson plans for all grade levels Collaborative planning time | Stronger sense of community amongst staff, students and family   | IPASS data and Baseline EdgePBIS lesson plans  | OngoingJune 2014 | Faculty, Staff, and Administration |
| Increase data-based decision making on behavior and reinforce across all school settings.  | CES | PBIS team analyzes data and reports out at faculty meetings | Improved secondary interventions for students receiving more than one or multiple discipline Decrease need for Tier 2 and Tier 3 supports  | Disciplinary tracking with monthly report outs on Tier 1,2,and 3 intervention data | OngoingJune2014 | PBIS Team |
| Explicitly teach behavioral expectations to all students building wide. Review and support students’ successful demonstration of expected positive behaviors through re-teaching and prompting.  | CES | PBIS lesson plansPosters School wide assemblies  | Improved self-esteem and student/school cultureIncreased family involvement Decrease in bullying incidents | IPASS data Student completes “problem solving form” for each referral as part of re-teaching | OngoingJune2014 | Faculty, Staff, and Administration |

**Management and Operations Standard 2: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient,**

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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.  | CES/MHS | 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 | Caught being good tickets Decrease in office referrals/discipline  | ongoing | Faculty, Staff, and Administration |
| Staff will work together to inform families and community regarding PBIS initiative.  | CES | Parent programs Resource distribution Parent involvement via multiple modes of communicationProvide workshops to families  | Strengthen home/school expectations for positive behaviors  | Parent sign in sheets Parent Feedback SurveysNeeds Assessments  | ongoing | PBIS team |
| Evaluate and plan to expand the current Advisory Program, and research current programs and design a proposed curriculum for students in grade 6 – 12  | CMHS | We will implement a schedule that provides for an advisory period during the school day so that the program can be expanded to grades 6-12 | The goal of the Advisory Program is for each student to have an adult in school who knows the student well and assists the student in achieving the school’s 21st Century Learning Expectations | In expansion of the program | Sept 2014 | Faculty. Staff and Administration |

**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-C Scheduling and Management Information Systems**: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.

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| Investigate scheduling models to determine if another model would best meet the needs of our students and teachers.  | CMHS  | Scheduling committee will be visiting other schools to investigate schedules. The committee will then propose a new model to the faculty. | Implement a new schedule model that increases common planning time for teachers.  | The implementation of a new schedule  | June 2014 | Scheduling Committee, Faculty, and Administration |

**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-D Laws, Ethics and Policies Indicator:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

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| Convene the Bullying Intervention and Prevention District-Wide Task Force to review new legislation and revise the district plan and policy in order to meet state mandates. | preK-12 &town | Work with school committee attorney to understand the mandates and implications for implementation of the revised bullying legislationSeek community input to revise the district plan and policyTrain all students, parents, faculty and staff on the provisions of the revised plan and policyStudent and parent Information Meetings | Improve protective factors for studentsRaise awareness and understanding of the Bullying Intervention and Prevention Plan and Policy | Minutes of Task Force, Log of attendanceCompleted Plan and Policy revisionsAttendance log of training for all district personnel | Nov 2013 | AdministratorsSchool Committee |

**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-E Fiscal Systems:** Develops a budget that supports the district’s vision, mission and goals; allocates and manages expenditures consistent with district/school level goals and available resources.

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| Collaborate with administrators toIdentify and prioritize needs in orderto build a needs based budget | District | Administrators will identify program and staffing needsAdministrators will prioritize program and staffing needs | The 2015 Budget will reflect priorities for programs and staff | A completed budget that is approved by the school committee | March2014 | AdministratorsSchool Committee |
| Update maintenance budget and capital plan after a thorough review of maintenance, repair, and replacement needs in order to keep thebuildings in compliance with all local andstate regulations | District | Director of Facilities will collaborate withThe Assistant Superintendent and Superintendent to identify maintenanceand capital needs for the budget and capital plan | The 2015 Budget will reflectpriority needs for maintenancerepair and replacement.the Capital Plan for 2015 will berevised according to needs | A completed budget and capital plan whichaccurately reflects the needs and is approvedby the school committee | March2014 | Director of Facilities, AsstSuperintendent for Business andFinance, Superintendent,School Committee |
| Develop a comprehensive, mutually agreed upon plan to fund and build with renovation and/or new construction a new elementary school inCarver | District | Complete the Statement of Interest Process in order to determine if MSBA will invite Carver into the next phase for the building processForm a Building Committee that meets the standards of the regulations from MSBAShare all information with all constituents through the news media, forums, and electronic communications | The Carver Elementary School will be invited to continue with the MSBA in order to plan for and build a new school throughrenovation and/or new construction | Invitation to go to the next phase-either Feasibility or Schematic Design as determined by the MSBA | June2014 | SuperintendentAssistant SuperintendentSchool CommitteeBoard of Selectmen |
| Provide support services (transportation, food service, maintenance, custodial and technology)in an efficient and cost effective manner | District | Identify priority needs in each areaProvide funding to priority needs | Cost effective and improved support services for students and staff | Completion and implementation of priority needs | June2014 | Assistant SuperintendentSuperintendent |

**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-A 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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| Increase participation from the community in school related literacy, math, and PBIS activities. | CES | Establish parent/community programs to inform and inspire literacyHost an annual “Preschool Pajama Party” Advertise Summer Reading Initiative: Summer Book BINGOInvolve local businesses in rewarding students for achievements related to the school-wide reading initiative: Read Across AmericaContinue to host annual “Community Readers Day”Develop and implement the “Books for Babies” newborn literacy initiativeOrganize Family Math Night for grades K-5Establish PTO Parent Programs, i.e: Everyday Math Information Night and Scott Foresman Literacy NightPublish a math update in the monthly newsletterProvide updates through our mobile APP –School Connect | Increased school and family communication about academic and behavioral expectations for successIncreased literacy in the community, summer reading, reading at homeImproved family awareness of incoming kindergarten readiness, parents’ role in school, and literacy developmentIncrease young families’ awareness of the importance of developing pre-literacy skills from birth | Attendance trackingFamily SurveysStaff SurveysiPASS | OngoingJune2014 | Faculty, Staff and Administration |
| Develop events, activities, and organizations that encourage school pride and unity among students, faculty and families | CMHS | Develop school letter jacketAdd a student recognition assembly for students in grades 9-12Continue the development of PBIS Initiatives – Carver Pride BraceletIncrease communication with parents through school mobile app | The goal is to improve school culture and climate and to foster parent participation in school programs | Attendance tracking, surveys of families, staff and student surveys | Ongoing June 2014 | Faculty, Staff and Administration |

**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-C Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

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| Develop and Athletic Twitter Page | CHMS | Post timely information needed for students and families and community members to be active participants in the athletic programs | Increase parent and community participation | Number of people following athletic page | Sept 2013June2014 | Director ofCompre-hensiveHealth |
| Model effective communication by using the CPS mobile app, website updates, media releases both print and electronic | Town &Prek-12 | Post timely information needed for students, families and community members to be active participants in the school programs and activities   | Students, parents, andCommunity members will be well-informed regarding all school related matters | Number of people following the mobile app, website, and number of media posts | Sept 2013-June2014 | Superinten-dent, Dir ofCIT |

**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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| **Action Steps****What are we going to do?** | **Site** | **Strategies for Success****How are we going to do this?** | **Anticipated Outcomes****Why are we doing this?** | **Measurement****How will we measure?** | **Target****Date** | **Implemented by whom?** |
| Improve our full day kindergarten program using the standards established by the NAEYC (National Association for the Education of Young Children) | CES | Provide professional development on NAEYC standardsProvide training for new and existing kindergarten faculty members during the grade level professional learning community meetings and on full or early release PD daysProvide trainings for paraprofessionals every other Friday throughout the school year | Reduce Kindergarten retentions to fewer than 5% | Reduction in kindergarten retentions by at least 5% | June2014 | Faculty, Staff, and Administrators |
| Implement the Massachusetts Kindergarten Entry Assessment using Teaching Strategies GOLD | CES | Provide professional development for K teachers and paraprofessionals in order to implement the assessment tool for observing students | Maintain high standards for full day Kindergarten program. Provide developmentally appropriate differentiated instructional opportunities for students | Student growth will be measured by fall and spring benchmark assessments | June2014 | Faculty, Staff, and Administrators |
| Continue to train teachers on the new educator evaluation system which will be implemented during the 2013-2014 school year. | CMHS | Develop several sessions that will assist teachers in developing SMART goals* Review teacher rubric
* Assist teachers in developing educator plans
 | Maintain and foster the development of high standards and effective teaching practices by all teachers | Faculty Survey, participation in trainings | June 2014 | Administration |

**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-B Cultural Proficiency**: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse

environment in which students’ backgrounds, identities, strengths and challenges are respected.

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| **Action Steps****What are we going to do?** | **Site** | **Strategies for Success****How are we going to do this?** | **Anticipated Outcomes****Why are we doing this?** | **Measurement****How will we measure?** | **Target****Date** | **Implemented by whom?** |
| **Provide ongoing professional development for all teachers to learn best practices in differentiated****instruction** | preK-12 | Identify and hire a consultant to deliver high-quality professional development for teachers in the area of differentiated instructionFollow-up with focused conversations in the PLC groups on the implementation of these best practices in differentiated instruction | Use of flexible grouping in all classes to meet the diverse needs of students.Improved student outcomes for all students  | Walk-throughs and observations of professional practiceAnalysis of student data on common assessments | Sept 2013-June-2014 | AdministrationDept ChairsLead Teachers |