

Carver ELEMENTARY School



SCHOOL IMPROVEMENT PLAN 2014-2015

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 Responsibility*

These values will be embedded throughout all goals and strategies in the school and district improvement plans.

The School Committee further asserts that the manner in which the global Carver School Community will conduct its work is through High Performance Teams.

The Superintendent of Schools and the Administrative Leadership Team share the responsibility of implementing and measuring The District Improvement Plan.

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.

<i>Action Steps (What are we going to do?)</i>	<i>Site</i>	<i>Strategies for Success (How are we going to do this?)</i>	<i>Anticipated Outcomes (Why are we doing this?)</i>	<i>Measurement (How will we measure this?)</i>	<i>Target Date</i>	<i>Implemented by: (Who will do this?)</i>
Ensure all students receive prescriptive instruction based on diagnostic data	CES	<ul style="list-style-type: none"> Maintain the University of Oregon database and use reports to analyze valid student data to inform tiered instruction leading to improved academic performance/achievement Administer, interpret, validate, and correlate data from multiple forms of literacy assessments 	Measure efficacy of program implementation Provide triangulation of data through multiple measures	<ul style="list-style-type: none"> Achievement data GRADE DIBELS Next SFRS decoding surveys spelling inventories MCAS 	ongoing	Administrators Director of Literacy Math Coach Lead Teachers Teachers Special Educators
Strengthen our tiered model of delivery to ensure student growth in ELA and Math.	CES	<ul style="list-style-type: none"> Utilize all assessment data in order to inform instructional decisions Organize small group learning centers to provide ability-grouped differentiation 	Group students by need	Progress monitoring and tracking student growth data	ongoing	Administrators Director of Literacy Math Coach Lead Teachers Teachers Special Educators

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Facilitate grade level data meetings in order to review student data for intervention.	CES	<ul style="list-style-type: none"> • Train staff to use the various data management tools to document student progress and evaluate the effectiveness of instruction • Continue collaboration between Reading Team, SPED Team, Math Paras, and speech and language pathologists to refine and implement literacy specific evaluation protocol, and to establish goal oriented reading and math instruction criteria 	Use metrics to inform teachers' instruction	Conduct meetings and observe differentiation via data and walkthroughs	ongoing	Administrators Director of Literacy Math Coach Lead Teachers Teachers Special Educators
Improve mathematics and ELA instruction for all students through the continued use of a research-based mathematics and ELA program and the utilization of assessment data for decision making.	CES	<ul style="list-style-type: none"> • Continue to implement the Everyday Math and Scott Foresman curriculum with fidelity in all K-5 classrooms. • Refine the use of assessment data to document student progress and evaluate the effectiveness of instruction. • Continue to develop a concrete plan for providing mathematics intervention 	A consistent approach to mathematics and ELA instruction leading to improved Everyday Math, easyCBM, DIBELS, common assessments and state assessment scores.	<ul style="list-style-type: none"> • Everyday Math • CES Common Assessments • easyCBM data to monitor and document progress toward CCSS • DIBELS • Survey grade level PLCs regarding implementation 	ongoing	Administrators, Dir. of Curriculum Math Coach Lead Teachers Teachers Special Educators

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		<p>to the students most in need (Tier 2 and 3) by correlating data from assessments (Everyday Math and easyCBM).</p> <ul style="list-style-type: none"> Align and integrate the CCSS by continued development of crosswalk document between Everyday Math and CCSS, power standards, and continued development on common assessments to achieve mastery of power standards. 		and professional development		

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Create a consistent knowledge base and common language among teachers that is grounded in current scientific-based literacy research, including brain studies and Language Essentials for Teachers of Reading and Spelling (LETRS) Modules.	CES	<ul style="list-style-type: none"> • Collect evidence of classroom implementation and analyze annual progress • Provide in-class coaching and support to link information from the current research and best practices to classroom instruction. • Plan professional development for effective use of differentiated instruction and co-teaching models to support students and leaders. • Utilize close reading instructional routine. 	To ensure student growth through understanding and implementation of best instructional practices.	<ul style="list-style-type: none"> • PET-R Effective • School-Wide Reading Program • Levels of Use and Stages of Concern Survey • In-class walk-throughs and observations 	ongoing	Faculty, Staff, and Administration Dir. Of Literacy, Enhancing Core Reading Instruction (ECRI) Coach, Lead Teachers & Reading Staff

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Conduct Professional Learning Communities (PLCs) to strengthen implementation of key initiatives by analyzing data to improve instruction.	CES	<ul style="list-style-type: none"> Utilize time during staff meetings for grade level and intervention teams to share implementation highlights and instructional tools Provide in-class coaching and modeling to support program implementation Conduct ongoing training and focus groups on how to effectively implement interventions Collect student data to determine the efficacy of tier 2 & 3 interventions using the University of Oregon's DIBELS Data System 		<ul style="list-style-type: none"> Observe teachers methods of differentiating core program instruction. Small-group walkthroughs and observations to evaluate the level of implementation and fidelity to programs in all tiers of instruction 	ongoing	Administration Director of Literacy Math Coach Lead Teachers Faculty
Continue to align and integrate the MA 2011 Frameworks/Common Core State Standards (CCSS).	CES	<ul style="list-style-type: none"> Conduct vertical team meetings to ensure implementation of an articulated curriculum 	Students obtain the learning targets necessary to be successful the next year.	<ul style="list-style-type: none"> Common assessments Pacing documents walkthroughs 	ongoing	Administrators Director of Literacy Math Coach Lead Teachers Faculty

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Strengthen the implementation of the K-5 Core Writing.	CES	<ul style="list-style-type: none"> • Conduct professional development workshops at each grade level to evaluate assessment data and compare these results to classroom performance in order to fine tune our implementation. • Continue to implement the Empowering Writers Program and continue to use Keys to Literacy strategies to support writing instruction. • Revise benchmark assessments to align with CCSS. • Continue to implement and refine benchmark writing assessments for each grade level. • Conduct guided grade level scoring sessions to review student work to ensure a consistent approach to teaching and evaluating writing. 	A consistent knowledge base and common language among teachers and student that will result in improved scores on grade level writing benchmark assessments as well as state assessment scores.	<ul style="list-style-type: none"> • State Assessment Scores. • Grade-Level Writing Benchmark Assessments 	Ongoing	Faculty, Staff, and Administration

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 all staff.	CES	<ul style="list-style-type: none"> Professional Development for the entire staff on PBIS, RTI, and other character education components Continue to implement behavior teaching matrix with common lesson plans for all grade levels. Collaborative planning time. 	Stronger sense of community amongst staff, students and family.	<ul style="list-style-type: none"> IPASS data. 	ongoing	Faculty, Staff, and Administration
Increase data-based decision making on behavior and academic instruction and reinforced across all school settings.	CES	<ul style="list-style-type: none"> PBIS team analyzes data and reports out at faculty meeting monthly 	Improved secondary interventions for students receiving more than one or multiple discipline referrals to continue to prevent the need for more intense tertiary support. Decrease need for tertiary supports.	<ul style="list-style-type: none"> Disciplinary tracking with monthly report outs on Tier I, II, and III intervention data 	ongoing	PBIS Team
Explicitly teach behavioral expectations to all students building wide. Review and support students' successful	CES	<ul style="list-style-type: none"> PBIS lesson plans Staff will document teachable moments and interactions with students. 	Improved self-esteem and student/school culture. Increased family involvement.	<ul style="list-style-type: none"> IPASS data Student completes 	ongoing	Faculty, Staff, and Administration

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demonstration of expected positive behaviors through re-teaching and prompting.		throughout the school day. Posters. <ul style="list-style-type: none"> School wide assemblies 	Decrease in bullying incidents.	“problem solving form” for each referral as part of re-teaching		
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	<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
Staff will work together to inform families and community regarding PBIS initiative.	CES	<ul style="list-style-type: none"> Parent teaching. Resource distribution. Parent involvement via multiple modes of communication Provide workshops to families 	Strengthen home/school expectations for positive behaviors.	<ul style="list-style-type: none"> Parent sign in sheets Parent Feedback Surveys Needs Assessments 	ongoing	PBIS team
Provide school-wide professional development on the Responsive Classroom approach to classroom management.	CES	<ul style="list-style-type: none"> Focused six-week planning at the beginning of the year. Increased positive staff-student interactions. 	Teachers setting clear expectations, rules and routines. Increased time on learning throughout the school year.	<ul style="list-style-type: none"> In class walk-throughs and observations. 	ongoing	Administrative Team and classroom teachers
Continue to provide ongoing professional development to	CES	<ul style="list-style-type: none"> Teachers will host a morning meeting. 	Decreased discipline referrals.	<ul style="list-style-type: none"> IPASS data. 	ongoing	Administrative Team and

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add to existing knowledge about the Responsive Classroom approach.						classroom teachers

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	<ul style="list-style-type: none"> • Continue to hold parent/community programs to inform and inspire literacy. • Host an annual “Preschool Pajama Party” • Advertise Summer Reading Initiative: Summer Book BINGO • Involve local businesses in rewarding students for achievements related to the school-wide reading initiative: Read Across America • Continue to host annual “Community Readers Day” • Develop and implement the “Books for Babies” newborn literacy initiative 	<p>Increased school and family communication about academic and behavioral expectations for success.</p> <p>Increased literacy in the community, summer reading, reading at home.</p> <p>Improved family awareness of incoming kindergarten readiness, parents’ role in school, and literacy development.</p> <p>Increase young families’ awareness of the importance of developing pre-literacy skills from birth.</p>	<ul style="list-style-type: none"> • Attendance tracking • Family Surveys • Staff Surveys • iPASS 	Ongoing	Faculty, Staff Director of Literacy Math Coach Administration

		<ul style="list-style-type: none">• Organize Family Game Night to promote Math/Literacy for grades K-5• Establish PTO Parent Programs, i.e.: Everyday Math Information Night and Scott Foresman Literacy Night• Publish a math update in the monthly newsletter				
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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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Improve our full day kindergarten program using the standards established by the NAEYC (National Association for the Education of Young Children)	CES	<ul style="list-style-type: none"> • Provide professional development on NAEYC standards • Provide training for new and existing kindergarten faculty members during the grade level professional learning community meetings and on full or early release PD days • Provide trainings for paraprofessionals every other Friday throughout the school year 	Maintain high standards for full day kindergarten and improve quality for learning.	Reduction in kindergarten retentions by 10%	6-2015	Faculty, Staff, and Administrators
Implement the Massachusetts Kindergarten Entry Assessment using Teaching Strategies GOLD	CES	<ul style="list-style-type: none"> • Provide professional development for kindergarten teachers and paraprofessionals in implementing the assessment tool and observing and analyzing students. • Focus kindergarten PLC on implementation with fidelity. 	Maintain high standards for full day kindergarten. Provide developmentally appropriate differentiated instructional opportunities for students.	Student growth as evidenced by fall and spring benchmark assessments. Reduction in kindergarten retentions by 10%.	6-2015	Faculty, Staff, and Administrators
Improve our preschool program using the standards established by the Quality Rating and Improvement System.	CES	<ul style="list-style-type: none"> • Provide professional development on QRIS standards. • Provide training for new and existing preschool faculty 	Maintain high standards for our preschool and improve quality for learning.	Student growth data.	6-2015	Administrators and Preschool Teachers

		<p>members during the grade level professional learning community meetings and on full or early release days.</p> <ul style="list-style-type: none"> • Provide professional development for preschool teachers. 				
Move toward full implementation of Teaching Strategies Gold in the preschool.	CES	<ul style="list-style-type: none"> • Provide professional development to preschool teachers and paraprofessionals in implementing the assessment tool and observing and analyzing students. • Focus preschool PLC on implementation with fidelity. 	Maintain high standards for our preschool. Provide developmentally appropriate differentiated instructional opportunities for students.	Fall and Spring benchmark assessments.	6-2015	Administrators and Preschool Teachers.