Carver Public Schools

DISTRICT 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.

Key to Abbreviations and Acronyms

ALT Team   Administrative Leadership

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

Key to Abbreviations and Acronyms

IEP   Individual Education Plan

KTL   Keys to Literacy

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.

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 this?)	Target Date	Implemented by: (Who will do this?)
Ensure all students receive prescriptive instruction based on diagnostic data	CES	• 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	• 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	• 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

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 this?)	Target Date	Implemented by: (Who will do this?)
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 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	• 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 to the students most in need (Tier 2 and 3) by	A consistent approach to mathematics and ELA instruction leading to improved Everyday Math, easyCBM, DIBELS, common assessments and state assessment scores.	• Everyday Math • CES Common Assessments • easyCBM data to monitor and document progress toward CCSS • DIBELS • Survey grade level PLCs regarding implementation and professional	ongoing	Administrators, Dir. of Curriculum Math Coach Lead Teachers Teachers Special Educators

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 this?)	Target Date	Implemented by: (Who will do this?)
		correlating data from assessments (Everyday Math and easyCBM). • 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.		development		
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	• 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	To ensure student growth through understanding and implementation of best instructional practices.	• 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

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 this?)	Target Date	Implemented by: (Who will do this?)
		instructional routine.				

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 this?)	Target Date	Implemented by: (Who will do this?)
Conduct Professional Learning Communities (PLCs) to strengthen implementation of key initiatives by analyzing data to improve 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 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		• 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	• Conduct vertical team meetings to ensure implementation of an articulated curriculum	Students obtain the learning targets necessary to be successful the next year.	• Common assessments • Pacing documents • walkthroughs	ongoing	Administrators Director of Literacy Math Coach Lead Teachers Faculty

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 this?)	Target Date	Implemented by: (Who will do this?)
Strengthen the implementation of the K-5 Core Writing.	CES	- 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.	- State Assessment Scores. - Grade-Level Writing Benchmark Assessments	Ongoing	Faculty, Staff, and Administration

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 this?)	Target Date	Implemented by: (Who will do this?)
Align and integrate the CCSS	CMHS	Continue the development of units of study Integrating CCSS in all subject areas	Implement rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes	Increased number of units aligned to the CCSS, through walk-throughs, mutually agreed upon measures	Ongoing June 2015	Administration, Department Chairs, and Teachers

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 this?)	Target Date	Implemented by: (Who will do this?)
Implement rigorous standards-based science curriculum in grades 6-8	CMHS	Teachers will integrate two units of SEPUP Curriculum in all science courses grades 6 - 8	Will increase students critical thinking skills through inquiry based units of study.	Each course will contain units that are aligned with the Mass. standards	June 2015	Dir of CIT, Science Department Chair Teachers in grades 6-8

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 this?)	Target Date	Implemented by: (Who will do this?)
Develop and Implement an increase in substance abuse programs in grades 6-12	CMHS	- Additional of middle school health teacher - Addition of school resource officer - Continue the implementation of the Botvin Life Skills curriculum in grade 6-8 - Increase the number of outside speakers and presenters for students	A decrease in the number of substance abuse issues within the Carver community Establish new Middle School Health Curriculum	- Youth Risk Survey - Development of programs - Number of speakers and presentations	Ongoing	Administration, and Comprehensive Health Staff

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.

Increase the utilization of technology by teachers and Students	CMHS	Provide training for teachers on I-Pad's Provide training in use of range of technologies	Teachers will use a wide range of technologies to implement the curriculum	Teacher participation in trainings, faculty and student surveys	Ongoing June 2015	Faculty, Department Chairs, Administration
Evaluators will complete a minimum of 10 walkthroughs cumulative on a weekly basis with Targeted constructive feedback	CMHS	Dedicate time on a weekly basis to complete Walk through	Increased use of effective instructional strategies by staff	Completion of observation forms In baseline edge	June 2015	Administrators, Dept. Chairs
Provide Professional Development in Differentiated Instruction	CMHS	Expert in Differentiated Instruction presentation for whole staff	To monitor student levels of understanding and increase the variety of assessment	Through walk observations and constructive feedback, teachers will increase the number of formative assessments	June 2015	Administration

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.

Evaluate the effectiveness of Math Plus curriculum and instructional strategies used in Math Plus classes in grades 6-8	CMHS	Teacher will identify students areas of weakness And gaps and use differentiated instruction to remediate as necessary. Evaluate CBMAZE and MCAS scores in Math Plus students Walkthroughs of Math Plus classes	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 Growth Data	June 2015	Math Teachers, Administration
Report out on Students progress on achieving the schools 21st Century Learning Expectations	CHMS	Continued development of Common Assessments PD on the use of School Wide Rubrics	Students and parents develop an understanding of student progress toward achieving 21st Century Learning Expectations	Comments on Report Cards	Jan/June 2015	CMHS Administration and Department Chairs and Teachers
Pilot PARCC ELA and Math Exams for students Grades 6-8	CHMS	Students will be trained to complete PARCC exam on ipads, through tutorials	Students become familiar with PARCC exam and practice testing through use of technology District understanding of Technology components to PARCC needs	Student Results	June 2015	CMHS Administration and Department Chairs and Teachers

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.

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.

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 this?)	Target Date	Implemented by: (Who will do this?)
Establish common, clear and concise, and realistic behavioral expectations that will be determined and implemented by all staff.	CES	• 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.	• IPASS data.	ongoing	Faculty, Staff, and Administration
Increase data-based decision making on behavior and academic instruction and reinforced across all school settings.	CES	• 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.	• Disciplinary tracking with monthly report outs on Tier I, II, and III intervention data	ongoing	PBIS Team
Explicitly teach behavioral expectations to all students	CES	• PBIS lesson plans • Staff will document	Improved self-esteem and student/school culture.	• IPASS data	ongoing	Faculty, Staff, and

building wide. Review and support students' successful demonstration of expected positive behaviors through re-teaching and prompting.		teachable moments and interactions with students. throughout the school day. Posters. • School wide assemblies	Increased family involvement. Decrease in bullying incidents.	• Student completes "problem solving form" for each referral as part of re-teaching		Administration
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/CMHS	• 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 teaching. • Resource distribution. • Parent involvement via multiple modes of communication • Provide workshops to families	Strengthen home/school expectations for positive behaviors.	• 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	• 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.	• In class walk-throughs and observations.	ongoing	Administrative Team and classroom teachers
Continue to provide ongoing professional development to add to existing knowledge about the Responsive	CES	• Teachers will host a morning meeting.	Decreased discipline referrals.	• IPASS data.	ongoing	Administrative Team and classroom teachers

Classroom approach.						
Implement the "Crusader Period: schedule	CMHS	• The schedule was developed and approved by the faculty at the end of the 2013-2014 school year	The increase of common planning time for teachers to align curriculum, develop common assessments, articulate curriculum for grades 6-12, and review effective instructional practices	• Development of curriculum units • Survey of teachers	June 2015	Administration and teachers
Expand the Advisory Program to service students in grades 6-12	CMHS	• Development of Advisory groups for students in grades 6,7,8,9, and 12 • Monthly meetings of Advisory Groups • Expand World of Difference Program to include all students grades 7 and 8	For each students in the building to have an adult in the school, in addition to a school counselor, who knows the student well and assists the student in achieving the schools 21st century learning expectations.	• Survey of students and teachers	June 2015	Administration and 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.

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 this?)	Target Date	Implemented by: (Who will do this?)
Increase participation from the community in school related literacy, math, and PBIS activities.	CES	• 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	Increased school and family communication about academic and behavioral expectations for success. Increased literacy in the community, summer reading, reading at home. Improved family awareness of incoming kindergarten readiness, parents' role in school, and literacy development. Increase young families' awareness of the importance of developing pre-literacy skills from birth.	• Attendance tracking • Family Surveys • Staff Surveys • iPASS	Ongoing	Faculty, Staff Director of Literacy Math Coach Administration

		• 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				
Develop events, activities, and organizations that encourage school pride and unity among students, faculty and families	CMHS	• Increase communication with parents and the community through the website, mobile app, and connect-ed phone calls • Institute an Honor Roll breakfast for students in grades 9-12 • Promote school letter jacket • Expand operation of school store • Develop PBIS incentive programs	Improve overall school culture and climate	• Discipline data • Participation in incentive programs • School culture survey	June 2015	Administration, Teacher and Students

Professional Culture Goal 4: Revise and implement policies and procedures in order to emphasize reflective practices, high standards, effective communication, and continuous learning which are measured by the implementation of appropriate policies and procedures; Teacher Evaluation Tools; Administrative Evaluation Tools; NAEYC accreditation; NEASC accreditation; School-wide Positive Behavior Intervention Supports(PBIS); and Conflict Resolution.

Professional Culture Standard 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV-A Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.

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 this?)	Target Date	Implemented by: (Who will do this?)
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 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	• 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	Student growth as evidenced by fall and spring benchmark assessments. Reduction in kindergarten retentions by 10%.	6-2015	Faculty, Staff, and Administrators

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				for students.			
Improve our preschool program using the standards established by the Quality Rating and Improvement System.	CES	• Provide professional development on QRIS standards. • Provide training for new and existing preschool faculty members during the grade level professional learning community meetings and on full or early release days. • Provide professional development for preschool teachers.	Maintain high standards for our preschool and improve quality for learning.	Student growth data.	6-2015	Administrators and Preschool Teachers
Move toward full implementation of Teaching Strategies Gold in the preschool.	CES	• 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.
Provide on-going professional development for teachers on integration of technology in the classroom	CMHS	• Utilize half-days to continue to build teachers skills in technology integration • Develop and implement after-school training on content specific apps • Develop and implement training on the use of technology as a formative	Teachers and students will use a range of technology to enhance and support their learning on a regular basis	• Review of curriculum units • Review of sign sheet for computer labs and I-pad carts •	Ongoing	Administration, Teachers and Students

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		assessment tool.				