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 Instruction  Continue collaboration between Reading Team, SPED Team, and speech and language pathologists to refine and implement literacy  specific evaluation protocol, and to establish goal oriented reading  instruction criteria | Use data to inform teachers’ instruction  Utilize other District  Determined Measures  (to be identified by 1/2014)  for data analysis | Conduct data meetings and observe differentiation  through walkthroughs | Ongoing  June 2014 | Administrators  Dir. of Literacy  Lead Teachers  Special 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 to  Mathematics instruction  Resulting in improved  Everyday Math, EasyCBM,  MCAS scores and other  District Determined  Measures | Everyday Math Assessments  CES Common Assessments  EasyCBM data  Survey PLC, grade level  Teachers regarding  Implementation and  Professional Development  Conduct data meetings and observe differentiation through walkthroughs | Ongoing  June 2014 | Administrators  Dir. of Curriculum  Math Coach  Lead Teachers  Teachers  Special 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 crosswalk  document between Everyday Math and  CCSS power standards, and continued  development of common assessments to  measure mastery of power standards  Provide professional development in Everyday  Math and CCSS | Implement rigorous  standards-based units of  instruction consisting of  well-structured lessons  with measurable outcomes  Improve student outcomes in  Math | Everyday Math assessments  Common assessments  EasyCBM assessments  MCAS  Utilize District Determined  Measures identified by January  2014 | Ongoing  June 2014 | Administrators  Math Coach  Lead teachers  Teachers  Special Educators |
| 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 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 | June  2014 | Dir of CIT, Science  Department Chair  Teachers 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 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  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-R  Effective School-Wide Reading Program  Levels of Use and  Stages of Concern Survey  Walk-through observations  Grade level curriculum plan | Ongoing  June 2014 | Teachers  Administration  Dir. of Literacy  ECRI Coach  Lead Teachers  Reading Team |
| Support Professional Learning Communities  (PLCs) to strengthen implementation of  key initiatives and build a team approach to  delivering 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 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 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  Monitor the revisions of grade level curriculum plans and student outcomes | Ongoing  June 2014 | Administration  Dir. of Literacy  Lead Teachers  Dir. 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 2011  Frameworks/Common Core  State Standards (CCSS) | CES | Initiate Vertical team meetings  to ensure implementation of  an articulated preK-5 curriculum | Students achieve learning benchmarks needed to be successful in the next year | Common assessments  Pacing documents  Walkthrough observations  District Determined Measures | Ongoing  June 2014 | Administrators  Lead Teachers  Dir of Literacy  Math 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 the  number of heterogeneous  courses at CMHS | Review of course offerings | June 2014 | Administration |
| Develop ways to increase the utilization  of technology by teachers and access to  technology by students | CMHS | Allocate 180 new I-Pad’s at 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 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 complete  Walk through | Increased use of effective instructional strategies by staff | Completion of observation forms  In 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 implementation  Of the K-5 Core Writing | CES | Use data analysis to evaluate MCAS data and compare to classroom performance  Continue to implement the Empowering  Writers and Keys to Literacy strategies  Revise, as needed benchmark writing  Rubrics and Assessments  Continue to use the guided collaborative  scoring of benchmark writing assessments  Provide continued professional development in for Empowering Writers and Keys to Literacy | A consistent knowledge base  and common language  among teachers and students  that will result in improved scores  on grade level writing assessments and ELA MCAS scores | ELA MCAS Scores  Grade Level Writing  Benchmark Assessments  District Determined  Measures  Walkthroughs | Ongoing  June 2014 | Teachers and  Administrators |
| Conduct weekly 10 minute walk throughs in PreK-grade 5 and provide targeted feedback | CES | Dedicate time weekly to complete walkthroughs  Implement strategies from the Break Through Coach | Increase the use of effective instructional strategies by staff | Completion of  Observation forms in  Baseline Edge | June  2014 | Administrators  Lit Dir and  Math Coor. |
| Revise curriculum and instructional  strategies used in Math Plus classes  in grades 6-8 | CMHS | Students who scored needs improvement on  math MCAS or who scored below grade level  on the CBMaze will be placed in Math Plus.  Teacher will identify students areas of weakness  And gaps and use differentiated instruction to  remediate 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 of  10 walk-throughs 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  Focused 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 staff  Focused 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 all  administrators | District | Work with Research for Better Teaching and Baseline Edge to provide the framework for the effective implementation of the NEES  Ongoing 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 NEES  For 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 | Ongoing  August 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 dates  Explicitly 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 components  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 and Baseline Edge  PBIS lesson plans | Ongoing  June 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 | Ongoing  June  2014 | 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 plans  Posters  School wide assemblies | Improved self-esteem and student/school culture  Increased family involvement  Decrease in bullying incidents | IPASS data  Student completes “problem solving form” for each referral as part of re-teaching | Ongoing  June  2014 | Faculty, Staff, and Administration |

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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 communication  Provide workshops to families | Strengthen home/school expectations for positive behaviors | Parent sign in sheets    Parent Feedback  Surveys  Needs 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 legislation  Seek community input to revise the district plan and policy  Train all students, parents, faculty and staff on the provisions of the revised plan and policy  Student and parent Information Meetings | Improve protective factors for students  Raise awareness and understanding of the Bullying Intervention and Prevention Plan and Policy | Minutes of Task Force, Log of attendance  Completed Plan and Policy revisions  Attendance log of training for all district personnel | Nov  2013 | Administrators  School 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,**

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**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 to  Identify and prioritize needs in order  to build a needs based budget | District | Administrators will identify program and staffing needs  Administrators 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 | March  2014 | Administrators  School Committee |
| Update maintenance budget and capital plan after a thorough review of maintenance, repair, and replacement needs in order to keep the  buildings in compliance with all local and  state regulations | District | Director of Facilities will collaborate with  The Assistant Superintendent and Superintendent to identify maintenance  and capital needs for the budget and capital plan | The 2015 Budget will reflect  priority needs for maintenance  repair and replacement.  the Capital Plan for 2015 will be  revised according to needs | A completed budget and capital plan which  accurately reflects the needs and is approved  by the school committee | March  2014 | Director of  Facilities, Asst  Superintendent for Business and  Finance, Superintendent,  School Committee |
| Develop a comprehensive, mutually agreed upon plan to fund and build with renovation and/or new construction a new elementary school in  Carver | District | Complete the Statement of Interest Process in order to determine if MSBA will invite Carver into the next phase for the building process  Form a Building Committee that meets the standards of the regulations from MSBA  Share 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 through  renovation and/or new construction | Invitation to go to the next phase-either Feasibility or Schematic Design as determined by the MSBA | June  2014 | Superintendent  Assistant Superintendent  School Committee  Board 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 area  Provide funding to priority needs | Cost effective and improved support services for students and staff | Completion and implementation of priority needs | June  2014 | Assistant Superintendent  Superintendent |

**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 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  Organize Family Math Night 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  Provide updates through our mobile APP –School Connect | 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  June2014 | Faculty, Staff and Administration |
| Develop events, activities, and organizations that encourage school pride and unity among students, faculty and families | CMHS | Develop school letter jacket  Add a student recognition assembly for students in grades 9-12  Continue the development of PBIS Initiatives – Carver Pride Bracelet  Increase 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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| **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?** |
| 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 2013  June  2014 | Director of  Compre-  hensive  Health |
| 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, and  Community 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-  June  2014 | Superinten-dent, Dir of  CIT |

**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 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 | Reduce Kindergarten retentions to fewer than 5% | Reduction in kindergarten retentions by at least 5% | June  2014 | 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 | June  2014 | 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 instruction  Follow-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 practice  Analysis of student data on common assessments | Sept 2013-  June-  2014 | Administration  Dept Chairs  Lead Teachers |