

Carver ELEMENTARY School



SCHOOL IMPROVEMENT PLAN 2016-2017

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 DIBELS Data System. Use reports to analyze student data, from intervention groups, determine instructional focus, monitor progress in literacy/math ● Administer, interpret, validate, and correlate data from multiple forms of literacy/math assessments 	<ul style="list-style-type: none"> ● Measure efficacy of program implementation ● Measure efficacy of instructional model ● Provide triangulation of data through multiple measures 	<ul style="list-style-type: none"> ● DIBELS Next ● SFRS Assessments ● decoding surveys ● spelling inventories ● PARCC ● CBM CCSS ● Everyday Math 4 Assessments ● Number Worlds Assessments 	annually	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators ● Reading Specialists ● Title I Staff

Facilitate grade level data meetings	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 ● Analyze Student Data to determine strengths and areas of need ● Foster collaboration between Grade Level Team, Reading Specialists, SPED Team, Title I Staff, and speech and language pathologists to link data to goal oriented reading and math instruction 	<ul style="list-style-type: none"> ● Develop teachers lesson plans through analysis of student data ● Determine instructional focus and activities and routines 	<ul style="list-style-type: none"> ● Observational walkthrough ● CBM Data ● EM4 Data ● DIBELS Next Data ● SFRS Data 	ongoing	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators ● Reading Specialists ● Title I Staff
Improve mathematics and ELA instruction through the continued use of a research-based programs	CES	<ul style="list-style-type: none"> ● Implement Everyday Math 4 and Scott Foresman Reading Street with fidelity to the scope & sequence in all K-5 classrooms 	A consistent approach, with common instructional language, in mathematics and ELA instruction leading to improved outcomes	<ul style="list-style-type: none"> ● Everyday Math Data ● CBM Data ● DIBELS Next Data ● SFRS Data 	ongoing	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators

						<ul style="list-style-type: none"> ● Reading Specialists ● Title I Staff
Create a consistent knowledge base and common language among teachers that is grounded in current scientific-based research	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 	<ul style="list-style-type: none"> ● To ensure student growth through understanding and implementation of best instructional practices 	<ul style="list-style-type: none"> ● PET-R Program Survey ● Walkthroughs 	ongoing	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators ● Reading Specialists ● Title I Staff

<p>Conduct Professional Learning Communities (PLCs) to strengthen implementation of key initiatives by analyzing data to improve instruction</p>	<p>CES</p>	<ul style="list-style-type: none"> ● Utilize time during faculty 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 on how to effectively implement interventions ● Collect student data to determine the efficacy of tier 2 & 3 interventions using the DIBELS Data System 	<ul style="list-style-type: none"> ● Improved instructional models ● Consistent delivery of curriculum ● Foster collaboration on planning and implementation ● Ownership of student growth data 	<ul style="list-style-type: none"> ● Observation ● Walkthroughs 	<p>ongoing</p>	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators ● Reading Specialists
<p>Integrate the MA 2011 Frameworks into research-based programs such as EM4, SFRS & EW</p>	<p>CES</p>	<ul style="list-style-type: none"> ● Conduct grade level PLC's and vertical team meetings to ensure implementation of an articulated curriculum 	<p>Students obtain the learning targets necessary to be successful the next year.</p>	<ul style="list-style-type: none"> ● Common assessments ● Pacing documents ● walkthroughs 	<p>ongoing</p>	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers

						<ul style="list-style-type: none"> ● Special Educators ● Reading Specialists
Strengthen the implementation of K-5 Core Writing Instruction	CES	<ul style="list-style-type: none"> ● Facilitate grade level Writing Scoring sessions to evaluate assessment data and compare these results to classroom performance in order to fine tune our implementation ● Continue to map a Writing Plan integrating Empowering Writers and Keys to Literacy strategies ● Continue to implement and refine benchmark writing assessments for each grade level ● Provide professional development to ensure all teachers are trained 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Administrators ● Director of Literacy ● Math Coach ● Lead Teachers ● Classroom Teachers ● Special Educators ● Reading Specialists ● Title I Staff

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.

<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>
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"> • Implement professional development for new faculty members specifically morning meeting and other strategies for classroom management. • Continue to implement RC – morning meeting and other strategies for classroom management • Continue to implement responsive classroom using the 4 components of morning • Collaborative planning time. 	Stronger sense of community amongst staff, students and family.	<ul style="list-style-type: none"> • IPASS data • Walk through 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 throughout the school year ● Intervention based on reports and data ● Classroom teachers and specialists will conduct Responsive Classroom-Morning Meeting & teach bullying lessons. 	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 ● Student completes "problem solving form" 	ongoing	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	<ul style="list-style-type: none"> ● School wide assemblies ● Provide Botvin Lifeskills Lessons throughout the year 	Improved self-esteem and student/school culture. Increased family involvement. Decrease in bullying incidents.	<ul style="list-style-type: none"> ● Student completes "problem solving form" for each referral as part of re-teaching ● Pre & post assessments 	ongoing	Faculty, Staff, and Administration
Using the Responsive Classroom Model, staff will develop increased awareness and recognition of positive expected behaviors throughout	CES	<ul style="list-style-type: none"> ● Recognition of student achievement. ● Use of group/individual management systems ● The PBIS leadership team 	Increase student engagement in learning time. Decrease in office referrals/discipline	<ul style="list-style-type: none"> ● Caught being good tickets ● 	ongoing	Faculty, Staff, and Administration

the school day, including methods using group and individual behavior management strategies.		will meet throughout the year to evaluate data/outcome measures				
Staff will work together to inform families and community regarding PBIS events.	CES	<ul style="list-style-type: none"> ● Parent teaching. ● Resource distribution. ● Parent involvement via multiple modes of communication 	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 ongoing 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. 	<p>Teachers setting clear expectations, rules and routines.</p> <p>Increased time on learning throughout the school year.</p>	<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 add to existing knowledge about the Responsive Classroom approach.	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 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.

<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>
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/Math Initiatives: Summer Book BINGO Summer Math Mission ● Involve local businesses in rewarding students for achievements ● Continue to host annual “Community Readers Day” ● Develop and implement 	<p>Increased school and family communication about academic, social-emotional 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, numeracy, social emotional awareness, fine & gross motor skills and speech and language development.</p> <p>Increase young families’ awareness of the importance of developing pre-</p>	<ul style="list-style-type: none"> ● Attendance tracking ● Family Surveys ● Staff Surveys ● iPASS ● Program surveys 	Ongoing	Faculty, Staff Director of Literacy Math Coach Administration

		<p>the “Books for Babies” newborn literacy initiative</p> <ul style="list-style-type: none"> ● Host Family Game Night ● Establish PTO Parent Programs ● Curriculum updates provided on a regular basis ● Increase family involvement in events such as field day and other events ● “Hooray for K” (kindergarten orientation for parents and students) ● Outreach through the community ● Implement an assembly each term to acknowledge Caught Being Good ● Implement bi monthly classroom acknowledgement ● Invite parents/families to Best of the Bunch Brunch ● Offer professional 	literacy skills from birth.			
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<p>Increase participation in community and fine arts events</p>		<p>development to area preschools and daycare centers on topics related to school readiness</p> <ul style="list-style-type: none"> ● Pursue Carver Cultural Grant and other funding sources ● Host Music/Fine Arts programs and events 	<ul style="list-style-type: none"> ● Increased student kindergarten readiness skills <p>Increase student awareness in the Arts</p> <p>Increase students engagement in the Arts</p>	<ul style="list-style-type: none"> ● Improved student outcomes ● Reduction in kindergarten retentions 		
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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)	CE S	<ul style="list-style-type: none"> ● Facilitate grade level discussions regarding NAEYC standards, self-assessment, and program improvement ● Provide training for new kindergarten faculty members on NAEYC's standards and Code of Ethics ● Provide on-going professional development sessions for kindergarten paraprofessionals throughout the school year 	Maintain high standards for full day kindergarten and improve quality for learning	Reduction in kindergarten retentions by 10%	6-2017	Faculty, Staff, and Administrators
Create and implement an assessment tool to collect baseline data and progress monitor students in the areas of Social/Emotional, Cognitive, and Physical Development	CE S	<ul style="list-style-type: none"> ● Focus kindergarten Professional Learning Community meetings on the development of the assessment tool ● Provide professional development for kindergarten teachers and 	<ul style="list-style-type: none"> ● Maintain high standards for full day kindergarten ● Provide developmentally appropriate differentiated instructional opportunities for 	<ul style="list-style-type: none"> ● Student growth as evidenced by fall and spring benchmark assessments ● Reduction in 	6-2017	Faculty, Staff, and Administrators

		paraprofessionals on implementing the assessment tool and observing students and analyzing data	students	kindergarten retentions by 10%		
Improve our preschool program using the standards established by the Quality Rating and Improvement System	CE S	<ul style="list-style-type: none"> ● Provide professional development for new and existing preschool faculty members on QRIS standards ● Facilitate a preschool self-assessment based on the QRIS standards and develop a plan for program improvement during the grade level Professional Learning Community meetings and on full or early release days 	Maintain high standards for our preschool and improve quality for learning	Student growth data	6-2017	Administrators and Preschool Teachers
Create and implement an assessment tool to collect baseline data and progress monitor students in the areas of Social/Emotional, Cognitive, and Physical Development, as well as Language, Literacy, and Math	CE S	<ul style="list-style-type: none"> ● Focus preschool Professional Learning Community meetings on the development of the assessment tool ● Provide professional development for preschool teachers and paraprofessionals on implementing the assessment tool and observing students and analyzing data 	<ul style="list-style-type: none"> ● Maintain high standards for our preschool ● Provide developmentally appropriate differentiated instructional opportunities for students 	fall and spring benchmark assessments	6-2017	Administrators and Preschool Teachers.