



CARVER PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN

2016-2017

CARVER PUBLIC SCHOOLS

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.

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	Administrative Leadership Team
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 (CES Lead Teachers, CMHS Dept. Chairs and ALT)
DIEBELS 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
ECRI	Enhancing Core Reading Instruction
ELA	English Language Arts
GMADE	Group Mathematics Assessment & Diagnostic Evaluation
GRADE	Group Reading Assessment & Diagnostic Evaluation

IEP	Individual Education Plan
KTL	Keys to Literacy
LETRS	Language Essentials for 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 Career
PBIS	Positive Behavioral Interventions and Supports
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

Goal 1: Instructional Leadership

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 <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Align and integrate the CCSS	District	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 2016	Administration, Department Chairs and Teachers
Assess and improve the rigor of the curriculum used in special education alternative programs.	District	<ul style="list-style-type: none"> • Create time for consultation between lead teachers/department chairs and special education • Map curriculum for all special education alternative programs for math and ELA • Monitor the progress of students in alternative programs related to math and ELA standards 	Students will increase growth in skills related to state math and ELA standards	A mapped curriculum document will be completed for math and ELA for each alternative learning program: Elementary Alternative Learners Programs, SPI, Pathways, DELTAS, and Vocational	June 2017	Dir. of Sped, ELA and Math Department Chair and lead teachers grades 1-5, and Dir. of CIT
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 through June 2017	Administration, Department Chairs and Teachers

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Continue to monitor the rigorous standards-based science curriculum in grades 6-8	CMHS	Teacher will continue to integrate the SEPUP Curriculum in all science courses grades 6 - 8	To increase students critical thinking skills through inquiry based units of study.	Each course will contain units that are aligned with the Mass. standards	June 2017	Dir of CIT, Science Department Chair and Teachers in grades 6-8
Continue The development and implementation of substance abuse programs in grades 6-12	CMHS	<ul style="list-style-type: none"> Continue the implementation of the substance based curriculum in Middle School Health classes Increase the number of outside speakers and presenters for students Develop and implement a plan to screen one grade two grade levels each year for substance abuse and use 	<ul style="list-style-type: none"> A decrease in the number of substance abuse issues within the Carver community Revise and update Middle School Health Curriculum 	<ul style="list-style-type: none"> Youth Risk Survey Continue implementation of Botvin Life Skills programs Number of speakers and presentations 	Ongoing through June 2017	Administration and Comprehensive Health Staff
Continue to create a consistent knowledge base and common language among teachers that is grounded in current scientific-based research	CMHS	Provide consistent professional development school wide of best scientific-based instructional strategies	To ensure student growth through understanding and implementation of best instructional practices	In-class walk-throughs and observations	June 2017	Administration and Department Chairs
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

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
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 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. 	<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

		<ul style="list-style-type: none"> Plan professional development for effective use of differentiated instruction and co-teaching models to support students and leaders 				<ul style="list-style-type: none"> Reading Specialists Title I Staff
Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
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 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 	ongoing	<ul style="list-style-type: none"> Administrators Director of Literacy Math Coach Lead Teachers Classroom Teachers Special Educators Reading Specialists
Integrate the MA 2011 Frameworks into research-based programs such as EM4, SFRS & EW	CES	<ul style="list-style-type: none"> Conduct grade level PLC's and 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	<ul style="list-style-type: none"> Administrators Director of Literacy Math Coach Lead Teachers Classroom Teachers Special Educators Reading Specialists

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
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

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: 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

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Increase the utilization of technology by teachers and students	CMHS	<ul style="list-style-type: none">• Provide training for teachers on Chrome Books Ipad'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	Ongoing June 2017	Faculty, Department Chairs and 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 2017	Administrators and Department Chairs
Provide Professional Development in Differentiated Instruction Data Implementation	CMHS	<ul style="list-style-type: none">• Dedicated formal time on professional development days and in departmental meetings to share strategies to effectively differentiate instruction interpret student data• Train staff to use various data elements to document student progress and evaluate effective instruction	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 and summative assessments	June 2017	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: 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.

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Report out on Students progress on achieving the schools 21 st Century Learning Expectations	CHMS	<ul style="list-style-type: none">Continued development of Common AssessmentsOpportunities to score student work based PD on the use of School Wide Rubrics	Students and parents develop an Understanding of student progress toward achieving 21 st Century Learning Expectations	Comments on Report Cards	Jan/June 2017	CMHS Administration Department Chairs and Teachers

Goal 2: Management and Operations

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.

Instructional Leadership 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 <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
Upgrade technology to support 21st Century teaching and learning and bring Carver Public Schools at least to the minimum industry standard	District	<ul style="list-style-type: none"> Consolidate and Migrate Servers to run Windows 7 Replace computers with workstations that will run Windows 7 and work with our servers via off-lease or fiscally prudent options Migrate existing exchange server accounts to Google Education Provide training for staff on Google and other solutions as needed 	A technology infrastructure that at least meets the minimum industry standard in terms of servers, computers, and best practice	<ul style="list-style-type: none"> Removal of antiquated or dead servers and computers All system and users will have backup and disaster recovery consistent with industry standard and compliance requirements Procuring machines via fiscally prudent solution Exchange solution will be retired and Google Education will be managed for all staff Professional Development and user training will be offered and completed 	<p>ongoing</p> <p>Phased workflow as follows</p> <p><i>Ph 1:</i> 8/1/15</p> <p><i>Ph 2:</i> 10/15</p> <p><i>Ph 3:</i> 6/16</p>	Vendors, Dir. of Curriculum, Instruction, and Technology (DCIT), Technology Department

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Increase support to staff on computer related issues by improving Helpdesk services	District	<ul style="list-style-type: none"> • Improve infrastructure (see above) • Train staff on Track-It Self-Serve ticketing • Work with student Helpdesk advisor on ticketing and student instruction 	Teachers and students will receive more timely support of their technology issues	Technology team reviews average daily response rates on a monthly basis	Improved rates by Jan 2016 and June 2016	Dir. of Curriculum, Instruction, and Technology (DCIT), Technology Department, and Student Helpdesk Advisor
Using a collaborative process develop the 2017 Fiscal Year School Budget	District	<ul style="list-style-type: none"> • Distribute budget calendar in August 2015 • Distribute budget worksheets in Sept 2015 • Teachers, Department Chairs, Lead Teachers identify budget needs and submit to Principals • Principals review budget needs with School Councils • District wide leaders and Principals submit budgets to Asst. Superintendent by Oct 2015 • Budget Presentations to School Committee Nov and Dec • Public Hearing of the Total 2016-2017 Carver Public School Budget Jan 2016 • School Committee Vote on Budget Jan 2016 • Presentation of approved budget to Board of Selectmen and Finance Committee Feb 2016 	A fully funded budget that supports the needs of all students in the Carver Public Schools for the 2016-2017 school year.	Full implementation of Budget Calendar and Milestones followed by a successful appropriation at the April 2016 Town Meeting	April Town Meeting	ALT, Superintendent, Asst. Superintendent, and School Committee

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
Using a collaborative process review and edit the 10-year Capital Outlay Plan	District	<ul style="list-style-type: none"> • ALT review of facilities, transportation, and technology needs using the Habib Facilities Study recommendations, maintenance and repair records, recommendations from the ALT and the Director of Facilities • Preparation of the 2017 Capital Requests • Present Capital Requests and edits to the ten year Capital Outlay Plan to the School Committee for approval in Nov • Meet with Capital Outlay Feb-Mar • Present Capital Requests to Town Meeting in April for funding 	Capital Requests that support the short and long term needs of the district	Successful appropriation of Capital Funding for District Priorities	April Town Meeting	ALT, Superintendent, Asst. Superintendent, Director of Facilities and School Committee
Continue to solicit grant funding opportunities from a variety of funding sources	District	<ul style="list-style-type: none"> • Collaborate with teachers, parents, ALT to identify needs that match grant funding opportunities • Write funding applications • Submit progress reports to funding organizations • Submit end of year reports on grants 	<ul style="list-style-type: none"> • Funding of state and federal grants (Title I, II, SPED Grants, etc.) • Funding of Makepeace and other private grants 	Grant Funding Report to School Committee twice per fiscal year	June 30, 2016	ALT, Superintendent, and Director of Special Education

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Successfully complete the Schematic Design of the new Carver Elementary School, bring the project to Scope and Funding through the MSBA process including the votes by School Committee, Board of Selectmen, Special Town Meeting, and vote by town	District	<ul style="list-style-type: none"> Collaborate with Building Committee, Architects, and Project Managers to make the most effective educationally and economically sound decisions during the design and funding of the new elementary school project Communicate effectively with the public at every phase of the project 	<ul style="list-style-type: none"> A building design that meets the educational needs of the current and future elementary school students according to the Education Plan submitted to and accepted by the MSBA A fully funded CES building project that brings the highest level of funding reimbursement from MSBA and the support of the Carver voters 	Project is voted to continue in the MSBA pipeline through construction and certification	June 2017	Superintendent, Assistant Superintendent, Principals, Teachers, Staff, School Committee, and Building Committee
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.	CHMS	<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"> Crusader Cash Caught being good tickets Decrease in office referrals discipline 	Ongoing through June 2017	Faculty, Staff, and Administration

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Staff will work together to inform families and community regarding PBIS Initiative	CMHS	<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 feedback • Surveys • Needs Assessments 	Ongoing through June 2017	PBIS team
Evaluate the effectiveness of the "Crusader Period" schedule	CMHS	<ul style="list-style-type: none"> • Teacher Collaboration • Time on Learning • Student Access to Teachers 	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	<ul style="list-style-type: none"> • Development of curriculum units • Analysis of survey of teachers 	June 2017	
Increase vertical collaboration	CMHS	<ul style="list-style-type: none"> • Conduct vertical meetings to ensure implementation of articulated curriculum and student success 	Students obtain the learning targets necessary to be successful the next academic year	<ul style="list-style-type: none"> • Common Assessments • Pacing documents • Meeting sign-in and/or minutes 	June 2017	
Review the advisory program	CMHS	<ul style="list-style-type: none"> • Create an advisory committee to analyze the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the advisory program 	It is important for each student to have an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21 st century learning expectations	School survey Student groups	June 2017	

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>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 Meetings & 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

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
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 	<p>Improved self-esteem and student/school culture.</p> <p>Increased family involvement.</p> <p>Decrease in bullying incidents.</p>	<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 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 throughout the year to evaluate data/outcome measures 	<p>Increase student engagement in learning time.</p> <p>Decrease in office referrals/discipline</p>	<ul style="list-style-type: none"> ● Caught being good tickets ● 	ongoing	Faculty, Staff, and Administration

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
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

Goal 3: Family and Community

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 disciple 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 effectiveness of the classroom, school, district and community.

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
Engage the community in an on-going discussion of substance abuse issues through the Carver Cares – Mobilizing the Community group.	District and Community	<ul style="list-style-type: none"> Attend Monthly Meetings Have SADD Advisor attend Youth Health Connection Regional meetings Plan community presentations Plan school presenters 	<ul style="list-style-type: none"> Improved partnership with families around the issues of substance abuse Community events to educate families 	<ul style="list-style-type: none"> Participation in Community events Survey of community 	ongoing	Carver Cares – Mobilizing the Community Group

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Increase collaboration and connections with community mental health and disabilities service agencies	District	<ul style="list-style-type: none"> • Meet with outside agency representatives to review the services they offer and referral process • Provide staff trainings on suicide prevention, mental health warning signs, and diversity • Provide informational materials for parents on community agencies that provide mental health and disability supports • Provide support for various diversity related clubs and groups • Continue to provide drug and alcohol support groups at the high school 	<ul style="list-style-type: none"> • Increase the number of families accessing community agency services • increase awareness of diversity within the school and the community in order to support a culture of respect 	<ul style="list-style-type: none"> • Reduction of school funded home therapies • Increase in family access to community agencies • Parent and Community survey indicating school support for mental health and disability related needs. 	ongoing with survey collected by end of May 2016	Dir. of Sped, District School Counselors, and District Behavior Therapist
Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>

Increase CPS community awareness of bullying prevention and intervention strategies	District	<ul style="list-style-type: none"> • MARC student presentation • Implement WOD peer leadership program through advisory • ADL training for CMHS faculty, staff, students, and families • Host a community-wide open meeting to address general bullying concerns and define mechanisms for reporting concerns • Publish anti-bullying policy and programming offered to promote anti-bullying and diversity appreciation on the website • Include the above information in packet of materials distributed to students, parents, and guardians on the first day of school 	Improve the overall culture of the Carver community	<ul style="list-style-type: none"> • Parent and student survey concerning bullying and the schools anti-bullying efforts • Review of bullying reports 	ongoing	Administration
Develop events, activities, and organizations that encourage school pride and unity among students, faculty and families	CMHS	<ul style="list-style-type: none"> • Increase communication with parents and the community through the website, mobile app and connect-ed phone calls • Institute and Continue Honor Roll breakfast for students in grades 9-12 • Implementation of Student Suggestion Box • Expand operation of school store • Continue the development and implementation of PBIS incentive programs 	Improve overall school culture and climate	<ul style="list-style-type: none"> • Discipline data • Participation in incentive programs • School culture survey 	June 2017	Administration, Teacher and Students

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Increase participation from the community in school related activities	CMHS	<ul style="list-style-type: none"> Continue to hold academic and social events to celebrate student success Develop partnerships with local business and organizations to support school wide initiatives Organize a family game night Post school and extracurricular calendar in main office and on school website 	Improve community relationships	<ul style="list-style-type: none"> Activity sign-ins Parent and Community Survey 	June 2017	Faculty, Staff and Administration
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 the "Books for Babies" newborn literacy initiative Host Family Game Night Establish PTO Parent Programs 	<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>	<ul style="list-style-type: none"> Attendance tracking Family Surveys Staff Surveys iPASS Program surveys 		

Increase participation in community and fine arts events		<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Offer professional development to area preschools and daycare centers on topics related to school readiness ● Pursue Carver Cultural Grant and other funding sources ● Host Music/Fine Arts programs and events 	<p>Increase young families’ awareness of the importance of developing pre-literacy skills from birth.</p> <p>● Increased student kindergarten readiness skills</p> <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 		
--	--	--	---	---	--	--

Goal 4: Professional Culture

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 <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Provide on-going professional development for teachers on integration of technology in the classroom	District	<ul style="list-style-type: none"> • 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 assessment tool. 	Teachers and students will use a range of technology to enhance and support their learning on a regular basis	<ul style="list-style-type: none"> • Review of curriculum units • Review of sign sheet for computer labs and I-pad carts 	ongoing	Administration, Department Chairs, Lead Teachers, Teachers and Students

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Provide on-going professional development for teachers on integration of technology in the classroom	CMHS	<ul style="list-style-type: none"> 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 assessment tool. 	Teachers and students will use a range of technology to enhance and support their learning on a regular basis	<ul style="list-style-type: none"> Review of curriculum units Review of sign sheet for computer labs and I-pad carts Observations of students in classrooms with one on one technology 	Ongoing through June 2017	Administration, Teachers and Students
Prepare and Develop the NEASC 5-year report	CMHS				June 2017	Faculty, Staff and Administration
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"> 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

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target Date	Implemented by: <i>Who will do this?</i>
Create and implement an assessment tool to collect baseline data and progress monitor students in the areas of Social/Emotional, Cognitive, and Physical Development	CES	<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 paraprofessionals on implementing the assessment tool and observing students and analyzing data 	<ul style="list-style-type: none"> Maintain high standards for full day kindergarten Provide developmentally appropriate differentiated instructional opportunities for students 	<ul style="list-style-type: none"> Student growth as evidenced by fall and spring benchmark assessments Reduction in kindergarten retentions by 10% 	6-2017	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 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

Action Steps <i>What are we going to do?</i>	Site <i>Where</i>	Strategies for Success <i>How are we going to do this?</i>	Anticipated Outcomes <i>Why are we doing this?</i>	Measurement <i>How will we measure this?</i>	Target <i>Date</i>	Implemented by: <i>Who will do this?</i>
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	CES	<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.