



CARVER MIDDLE HIGH
SCHOOL 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)
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
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
QRIS	Quality Reading Improvement System
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	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
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
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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'sProvide 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 dataTrain 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

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.

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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 Assessments Opportunities 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

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GOAL 1: INSTRUCTIONAL LEADERSHIP: I-C

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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>
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
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
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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>
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	Administration and teachers
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	Faculty, staff and administration
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	Faculty, staff and administration

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GOAL 2: MANAGEMENT and OPERATIONS: II-A
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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 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 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>
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

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GOAL 3: FAMILY and COMMUNITY: III-A
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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

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.

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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 Administratoin