



Carlisle Public Schools

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SCHOOL IMPROVEMENT PLAN

2018 - 2019

Includes District Goals

October 2018

Carlisle School Improvement Plan 2017-2018

CARLISLE SCHOOL IMPROVEMENT PLAN

Provide a Rich, Rigorous and Relevant Curriculum:

Provide a rich, rigorous, and relevant curriculum, which ensures students develop academic and intellectual skills, along with, the social and emotional competence to be confident, engaged and successful global citizens in the 21st century.

1. Increase student awareness of and responsiveness to the challenges and benefits of digital citizenship.
2. Solidify the presence of Computer Science (coding and programming) within our curriculum.
3. Use technology to broaden student awareness of their world from a global perspective.
4. Evaluate our current world language program and determine the future direction for the program.
5. Review the Social Studies and Math curriculum to ensure alignment with state frameworks and identified local outcomes.
6. Increase professional development opportunities designed to support the integration of technology into teaching and learning, and to support the use of technology as a tool to connect with classrooms and communities outside of Carlisle.

Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress 2017/2018	Resources/Anticipated funding sources
<p><u>Professional Learning (professional development)</u></p> <p>*Coordinate study with Principals and Superintendent to effectively provide topics of study about effective teaching and learning</p> <p>*Encourage faculty participation in shared leadership opportunities in Carlisle School (teacher training program, interns)</p>	<p>Data sought from faculty and staff for professional development meetings and opportunities for teachers to participate in workshops and courses in and out of the district.</p> <p>Recorded summaries of conferences, grants, and workshops attended.</p>	<p>Principal</p> <p>Admin. Leadership team</p> <p>Group facilitators</p> <p>Faculty</p>	<p>2017-2018</p>		<p>Possible PTO or CEF grants</p> <p>District PD funding</p> <p>Principal’s professional development monies</p>

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<p>*Develop faculty educational evaluation plan to include components of self-evaluation, administrator collaboration, and ongoing assessment of student growth and progress</p> <p>* Create faculty goals that will reflect district goal strategies and objectives, particularly those that identify scope and sequence for computer science education (preK-8)</p>	<p>Differentiation of curriculum will be monitored through student assessment and individual student learning goal setting</p> <p>Joint collaborative conversations will be held with faculty to discuss individual goals and the resulting student impact.</p>	<p>Superintendent</p> <p>Student Services Director</p> <p>Principals</p> <p>Teachers</p>	<p>2017- 2018</p>		
<p><u>MCAS Assessment:</u></p> <p>*Examine MCAS 2.0 Changes and review date from 2016- 2017 (Year 2)</p>	<p>Model format and test taking skills with students designated to participate in the MCAS testing (3-8)</p> <p>Examine test data with grade level teams in order to identify areas of strength and areas of weakness</p> <p>Introduce anxiety reduction strategies into classroom work and formative assessments (3-8)</p>	<p>Faculty</p> <p>Principals</p>	<p>2017-2018</p>		<p>No additional funding needed</p>

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Carlisle Action Steps	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
<p><u>Communication:</u></p> <p>*Create and define guidelines for a school-based communication plan.</p> <p>*Review current technology platforms for an experience school-based communication system</p> <p>* Form a working group as part of the SAC committee to guide any change for the school-based communication plan.</p> <p>*Create a new pilot timeline for formal communication of student progress between school and home. (k-4)</p>	<p>Technology committee data is needed for the communication working group.</p> <p>Complete guidelines for communication protocols and expectations document (June 2019)</p>	<p>Principal</p> <p>Faculty</p> <p>PTO</p> <p>SAC</p>	<p>Survey (Fall 2017)</p> <p>Expectation protocol (June 2018)</p>		<p>Flexible and creative scheduling for teachers to meet and plan</p> <p>Time and planning commitment for administrators and faculty in order to develop a communication plan.</p>

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
<p><u>Literacy</u></p> <p>* Pilot new BAS in Grade 2</p> <p>*Determine criterion for eligibility for Tier 2 interventions at grades 3-8</p>	<p>Review of grade level BAS data (K-5) discussed at grade team meetings</p>	<p>Literacy Faculty</p>	<p>Monthly Literacy curriculum meetings (2017 - 2018)</p>		<p>Professional Development about data use in determination of reading levels.</p> <p>Professional Development for literacy coach, faculty and principals in LLI, Aimsweb,</p>

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<p><u>Math</u></p> <p>* Create an action plan for identified weaknesses in existing programs (k-8)</p> <p>* Potential pilot of a math intervention support program for grades 5- 8</p>		<p>Math Specialist</p> <p>Math specific faculty</p>	<p>School Year 2017-2018</p>		<p>PTO grant for math night funding</p>
<p><u>Curriculum Collaboration</u></p> <p>* Creation of co-taught classroom in grade 3 and 4 (1 per grade)</p> <p>* Create co-taught classes (2 sections) in ELA and Social Studies at grade 6 and 7</p> <p>*Conducting data meetings at beginning, middle and end of the school year</p>		<p>School administrators and faculty</p> <p>Principals, teachers, literacy and math specialists</p>	<p>2017-2018</p>		<p>No additional funding needed</p>

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<p>Build a Community of Respect and Inclusion in a Safe and Healthy Learning environment: Build a community of inclusion, which understands accepts and embraces diversity, where all students feel known, cared for, welcome, respected and enjoy their educational experience.</p>
<ol style="list-style-type: none"> 1. Improve school climate for all students and enhance student self-advocacy skills as well as increase their appropriate responses to behaviors, which violate our norms, through the introduction and implementation of the Olweus program. 2. Decrease student stress and anxiety through school based initiatives 3. Create a school community which demonstrates an awareness and responsiveness to diversity issues, which impact student experiences, through community engagement and the further development of student and faculty awareness of and skills in identifying, discussing, and responding to diversity 4. Increase professional development opportunities for faculty and staff to effectively address diversity in the classroom 5. Increase opportunities for teacher leadership and career growth 6. Improve student and family satisfaction with the school dining room experience.

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<p><u>Social Competency</u></p> <p>*Increase exposure to technological, global learning and extensions of the Carlisle classroom to the world</p> <p>*Continue to establish an inclusive framework document of social competency initiatives (Olweus, Challenge Success, Class Meetings, Youth support groups)</p>	<p>Identified classroom curriculum connections to other school districts in the US or in other countries (K-8)</p> <p>Completed social competency framework and grid K-8</p>	<p>Principal</p> <p>Olweus committee, team teachers</p>	<p>2018- 2019</p>		<p>No additional funding needed at this time</p>
<p><u>Diversity and Equity</u></p> <p>*Develop a consistent and formal approach to the discussion of diversity and equity in our school instructional practice</p>	<p>Chart data during the year of the school wide service learning programs (professional learning)</p>	<p>Superintendent</p> <p>Principals</p>	<p>2018 - 2019</p>		<p>Guest speaker and workshop fees</p>

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<p>*Incorporate one Olweus lesson per week during one or two classroom meetings.</p>	<p>2018-2019 student Olweus survey</p> <p>Faculty professional development events that include diversity training, safety training, and bullying prevention training</p>	<p>Faculty</p>			<p>School visits that model responsive classroom (substitute cost)</p>
<p><u>Social Emotional Learning</u></p> <p>* Continue the infusion of the Olweus Bullying Prevention Program (year 3)</p> <p>*Include Olweus language at all grade levels and within all aspects of the school</p>	<p>Record of reports of bullying in 2018/19 school year</p> <p>Administer Olweus student survey (February 2019)</p> <p>Professional development opportunities for increased training in Responsive Classroom</p>	<p>Olweus OBPCC</p> <p>Carlisle Faculty</p> <p>Carlisle Students</p>	<p>2018 - 2019</p>		<p>Olweus survey funding for 2017 (school budget)</p>
<p><u>Challenge Success Practice</u></p> <p>*Participate in the Challenge Success CCHS, Carlisle, Dover Sherborn, and Wellesley faculty team meetings (year 3)</p> <p>*Continue conversations at grades 4-8 about the components of homework to include:</p>		<p>Challenge Success support team from Stanford University</p> <p>Faculty and Administration</p>	<p>2018 - 2019</p>		<p>No additional funding at this time.</p>

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<ul style="list-style-type: none"> • Purpose and Meaning of assignments • Grading consistency across grade(s) • Scheduling of homework 					
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Ensure Equity and Excellence in Learning:
 Ensure that all students have access to high quality content and differentiated instruction that provides for the academic, social and emotional supports required to ensure success for all students.

1. Increase the use and effectiveness of our Tier Systems of Supports, with a focus on our Tier II supports.
2. Ensure that all students have the opportunity to develop their social emotional intelligence as a consistent part of their educational experience
3. Increase professional development opportunities for teachers in order to improve the school experience of our English Language Learners.
4. Increase professional development opportunities for teachers in order to ensure effective implementation of our tiered system of support
5. Create professional development opportunities to support paraprofessional effectiveness and connectedness
6. Explore participation in the Youth Risk Behavior Survey, with the goal of improving our responsiveness to the social and emotional needs of our students.

Carlisle Actions	Data	Person(s) Responsible	Timeline	Indicators of Progress	Resources/Anticipated Funding Sources
<p><u>Tiered Systems for Support:</u></p> <p>*Develop a system of tiered, instructional support by developing a vision of inclusion and provision for in-class support and consultation between teachers.</p> <p>*Develop grade level programs of intervention that support all learners, particularly at the middle level.</p> <p>Pilot universal screener and progress monitoring tool for grades K-8 , tier 2, in the areas of math and English.</p>	<p>Charted progress of identified children with needs present in all classrooms.</p> <p>Monitored interventions as determined by IEP, MCAS, and BAS assessments.</p> <p>Aimsweb Data for K-8</p>	<p>Special education staff</p> <p>Classroom specialists</p>	<p>2018 - 2019</p>		<p>Potential release time to receive professional development for literacy support training</p> <p>District funding for consultation support to school</p>

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<p><u>Youth Risk Survey:</u></p> <p>* Preparing to administer the Youth Risk Survey to grades 6 and 8 as part of the Health classes for 2019-2020</p> <p>*Educate faculty and parents on the benefits of the survey data.</p>	<p>Survey results impact on Health lessons for 2020-2021</p>	<p>Students grades 6 and 8</p> <p>Health teachers</p>	<p>2018-2019</p>	<p>.</p>	<p>No funding needed at this time</p>

