



Carlisle Public Schools

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SCHOOL IMPROVEMENT PLAN

2015 - 2018

Includes District Goals

September 2015/Updated June 2016

Table of Contents

Pages	Content
1	Vision & Mission Statements and Core Values
2	Carlisle School District Goals
3	Signature Page
4	Demographics – Enrolled Students by Grade Level
5	Demographics – Student Information
6	Demographics – Staff information
7-11	Goal 1: Provide a Rich Curriculum in Order to Maximize Learning
12-13	Goal 2: Build on a Community of Respect in a Safe and Healthy Learning Environment
14-15	Goal 3: Integrate Technology
16	Goal 4: Meet Space Needs and Manage the Resources of the Carlisle Public Schools

Carlisle Public Schools

VISION STATEMENT

The vision of the Carlisle Public Schools is to inspire intellectual and ethical excellence so our students are prepared to participate with integrity in a global community.

MISSION STATEMENT

The mission of the Carlisle Public Schools is to provide a collaborative and caring community in which each student is known, understood, and valued so that students can learn to their fullest potential in a safe, inclusive environment with high expectations and clear standards for all.

CORE VALUES

Academic Excellence

Creativity

Respect

Responsibility

A fuller expression of these values would include . . .

We always look beyond what we now know.

We constantly work to know more.

We are respectful toward all in our community.

We use what we know to help others.

We take responsibility for ourselves and for others.

Carlisle Public Schools

District Goals

Goal 1: Provide a Rich Curriculum in order to Maximize Student Learning

The district will assess the curriculum through review cycles and utilize the benchmarks to foster vertical and horizontal articulation and implementation in curriculum, assessment, and instructional practices. The District will continue to work toward aligning the Carlisle and Concord curricula. Our staff development plan, grounded in a professional learning community based on best practices, will lead to on-going student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.

Goal 2: Build a Community of Respect in a Safe and Healthy Learning Environment

The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogs to further encourage the development of a culture of trust and respect.

Goal 3: Integrate Technology

The district will integrate technology into the curriculum. Staff development opportunities will be provided to encourage the integration of technology benchmarks into units of study to support student achievement and proficiency.

Goal 4: Meet Space Needs and Manage the Resources of the Carlisle Public Schools

The district will work closely with the town to meet the space needs of the staff and students at Carlisle Public Schools. The district will promote efficient management of CPS resources.

Part I: Signature Page

NAME	POSITION	SIGNATURE
Dennet Sidell	Co-Chair, Elementary Principal	
Patti Hartigan	Co-Chair, Parent	
Carrie Wilson	Middle School Principal	
Alyson Becker	Parent	
Heidi Kidder	Parent	
Susan Bacher	Parent	
Peter Gambino	Parent	
Sara Wilson	Parent	
Nancy Kuziemski	Community Representative	
Linda Vanaria	Teacher	
Caryl McCabe	Teacher	
Maya Bery	Teacher	
Mike Miller	Teacher	

 Joan M. Wickman, Ed.D.
 Superintendent of Carlisle Public Schools

 Date

Part II: Demographics – Reported to DESE on October 1, 2015

Enrolled Students by Grade Level

School Information as of October 1, 2015

Grade	Number Students	Sections/Classrooms	Average Class Size
Pre K	13	1	13
K	54	3	18
1 st	53	3	18
2 nd	74	4	19
3 rd	56	3	19
4 th	63	4	16
5 th	73	4	18
6 th	75	4	19
7 th	68	4	17
8 th	80	4	20
Out of District	8	N/A	N/A
TOTAL	617	34	18
Male	331	Female	286

Part II: Demographics -- Reported to DESE on October 1, 2015

Selected Student Information -- not including out-of-district students

Race/Ethnicity (not including out of district)	Number
Black or African American	5
Asian	66
Hispanic	12
Native American or Alaskan Native	4
White	463
White & Asian	45
Black & Hispanic	1
Native American or Alaskan Native/Hispanic	2
White & Native American & Alaskan/Hispanic	1
White & Black or African American	2
Selected Population Enrollment	
Limited English Proficiency	12
Low-income	10
Special Education	84
First Language Not English	36
Title 1	41
Male	325
Female	284

Part II: Demographics -- As reported to DESE October 1, 2015

II A – Staff Information

Position	FTE
Administrators	5.0
Instructional Staff	54
Instructional Support Special Ed Shared Staff	3.2
Educational Aides (Paraprofessional Staff)	18.68
Special Education Related Staff	5.3
Medical/Health Services	1
Tech/Clerical/Admin Support	9
Custodians/Kitchen	10.5
TOTAL	106.68

Goal 1: Provide a Rich Curriculum in Order to Maximize Student Learning

The district will assess the curriculum through review cycles and utilize the benchmarks to foster vertical and horizontal articulation and implementation in curriculum, assessment and instructional practices. The District will work toward aligning the Concord and Carlisle curricula.

Our staff development plan, grounded in a professional learning community based on best practices, will lead to on-going student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
Two District Determined Measures (DDMs) for each faculty member	Selected, created and administered twice yearly <ul style="list-style-type: none"> - Recorded - Analyzed 	Meeting time, Teacher time, Administrator time	Superintendent Special Education Director Principals Teachers	Yearly impact score Feedback from DDM Administrator	2015 - 2018	Faculty submitted two DDM's in the fall and are planning to submit evidence of student growth with each DDM in June
Professional Development within Carlisle Public Schools	Carlisle College courses David Dockterman – Academic Mindset Professional Learning Communities (focus areas on differentiation and growth mindset) <ul style="list-style-type: none"> • Shared Facilitative Leadership • Academic Mindsets 	Time Funding (Materials & resources)	Superintendent Principals SPED Director Faculty	Strategies and activities used in the classroom from the PD Evidence of participation in PLC groups	2015 - 2016	David Dockterman presented to the entire faculty early in the school year and did a follow-up with a parent presentation in the spring. The faculty formed PLCs that met five times throughout the year to work on differentiation in

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
	<ul style="list-style-type: none"> • Differentiating for different social and emotional needs • Differentiating through technology • Guided Math <p>Therapeutic Crisis Intervention</p>	<p>Mass State online training program</p> <p>TCI Program</p>	<p>Director of Student Services</p> <p>Crisis Team</p>	<p>Documented Faculty Completion of Training</p> <p>Crisis Team Training</p>	<p>2015 - 2017</p>	<p>Administration and Crisis Team members completed a refresher course in order to meet license requirements.</p>
<p>Math Curriculum Review Committee</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Establish/ Re-evaluate Buddy System 	<p>Funding</p> <p>Professional Colleague input</p>	<p>Math Curriculum Committee Members</p>	<p>Team Meetings Sept. - June for review</p>	<p>2015 - 2017</p>	<p>Held a whole school Family Math Night which was</p>

Action Steps	Implementation Strategies	Resources Needed	Facilitators	Evaluation of Success	Timeline	Status
	<ul style="list-style-type: none"> Additional Web Tools support Math Night to showcase differentiation Upgrade Everyday Math K-5 		Superintendent Principals Math Specialist All Math teachers	Pre- and Post - Assessments of the new upgrade of <u>Everyday Math</u> K-5 by June 2016 Math Committee work associated with each of the bulleted topics on list Action steps of committee shared in June 2016		attended by just over 75 families. Teachers used the upgraded <u>EveryDay Math</u> program in grades K thru 5. Feedback on improving the web-based parts of the program were given to the math specialist. Deferred re-evaluation of Buddy System to 2016/2017

Meeting the needs of all learners: Academic programming	Grade level Team Meetings Begin conversations about differentiation across the curriculum – whole school	Reading materials Online documents Existing research curricular models	All faculty Principals	Faculty share of grade level meetings in May/June 2016	2015 - 2017	Conversations about academic programming took place at each grade level and during our PLC group meetings. (See literacy and math
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Action Steps	Implementation Strategies	Resources Needed	Facilitators	Evaluation of Success	Timeline	Status
Homework	Faculty conversations about the components of homework to include: <ul style="list-style-type: none"> • Coordinated timeline of assignments between subject areas • Volume • Purpose • Vertical alignment • Communication protocol to families about homework grading and expectations • Social/emotional impact 	Grade level meeting time	All Carlisle faculty	Established coordination of the due dates and planning dates for homework across each middle school grade level School discussion of volume/purpose of homework with faculty K-8	2015 - 2017	Held a meeting with parents in Nov. 2015 to gather information and feedback about homework experiences. Met throughout the year in grade level groups to read articles and discuss present practice and potential changes to our homework expectations.
	Create a document for families about curriculum and grade level communication, including programming options currently in place “At school in Carlisle”	for program communication	Math Specialist Curriculum Director	“At school in Carlisle” document of curriculum and grade level communication		sections as focus areas) Conversations about advanced curriculum and advanced differentiation occurs regularly at grade level team meetings. Document for families is deferred to 2016 school year

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
						<p>Coordinated calendar of assignments and school events for grades 5, 6 7, and 8.</p> <p>Whole school faculty meeting to review purpose of homework, vertical alignment of time on homework and potential changes to our homework expectations.</p> <p>Student feedback from students in grades 3 to 8 in person with both elementary and middle school principals shared with SAC and will be added to Challenge Success Survey Results</p> <p>Challenge Success Student Survey completed in May 2016. Results of survey anticipated for September of 2016.</p>

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status Review and update the homework section of the Parent-Student Handbook - Summer 2016

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
	<ul style="list-style-type: none"> School consensus about what is the “Carlisle way” regarding homework? <p>School researched articles to be shared with faculty and parents</p> <p>Feedback opportunities from parents and students to SAC and school</p>	<p>Time to research articles</p> <p>Arranged meeting times with students and parents</p>	<p>Principals Faculty</p> <p>Principals Superintendent Carlisle students</p>	<p>Established communication approach for the clarification of homework expectations</p> <p>School position about common homework expectations for grades K-8</p> <p>Selection of available articles and data shared with faculty about current homework trends</p> <p>Successful completion of at least two meetings for feedback from parents and/or student cohorts</p>	<p>2015 - 2017</p> <p>2015 - 2016</p>	<p>Finding: No consensus at this time. Continued 2016 -2017 upon receipt of the Challenge Success Survey.</p> <p>Four articles were shared with faculty and parents in 2016. New articles will be sought, read, and discussed in the fall 2016</p> <p>Parent meeting fall 2015</p> <p>Student feedback sessions in winter 2015 and spring 2016</p> <p>Student survey completed – spring 2016.</p>

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
Handwriting and/or Computer Skills	<p>Create method of gathering feedback about handwriting and/or computer skills</p> <p>Analyze data from the feedback about handwriting/computer skills</p>	<p>Tool for collecting data about handwriting and computer education</p> <p>Time to analyze data</p>	<p>Principals</p> <p>Superintendent</p> <p>School Advisory Council members</p>	<p>Analysis of the results and sharing the outcome of the data with teachers and community</p>	2015 - 2016	Deferred to 2016-2017 school year
Report Card Review Committee	<p>Review and make changes to the report card to match how teachers teach</p> <p>Create a parent guide to match report card</p>	<p>Time for meetings (grade level and Report Card Review Committee)</p>	<p>Superintendent</p> <p>Principals</p> <p>Teachers</p> <p>Parents</p>	<p>New report cards - pilot 2016 - 2017</p> <p>Final report card guide</p>	2014 - 2017	<p>Several meetings K to grade 8. Vertical alignment changes were made.</p> <p>Elementary report card revamped to have a similar format K to 4 and moved to more skill-based reporting system.</p> <p>Curriculum guide will begin to be created over the summer of 2016</p>

Goal 2: Building a Community of Respect in a Safe and Healthy Learning Environment

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Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
<p>Social/Emotional/Bullying Prevention programs used at Carlisle Public School</p>	<p>Review present programs in the areas of social/emotional/bullying prevention being used in the school Pre-K to 8</p> <p>Analyze the effectiveness of each program</p> <p>Make recommendations to continue to use present programs or research new programs to be recommended to the Carlisle administration for replacement</p>	<p>School Psychologists to present current programs to the SAC committee</p> <p>Feedback from grade level teachers about current programming strengths and weaknesses</p> <p>Money (if new programs are recommended by SAC and implemented by the Superintendent)</p>	<p>Superintendent Principals Faculty SAC</p>	<p>Annotated analysis of program(s)</p> <p>Planning for initial stages of new programming (should one be recommended)</p>	<p>2015 - 2017</p>	<p>Review and analyzed present programs for social/emotional needs as well as bullying prevention.</p> <p>Recommendation from the SAC to adopt Olweus as our Bullying Prevention program.</p> <p>Social/Emotional Programs: “Incredible Flexible You” used in grades K and 1 with plans to expand to grade 2 in the near future.</p>

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<p>Opportunity for student leadership roles in designated bullying prevention and social/ emotional programs</p>	<p>Partner effort between administration, staff, parents, and students to maintain focus and awareness on impact of positive student leadership</p> <p>Student Council Leadership Training</p>	<p>Time for faculty/students to discuss potential programs for social/emotional/ bullying prevention development</p> <p>Time for Student Council to receive training</p>	<p>Principals Staff Students</p> <p>Principals Teachers</p>	<p>Leadership within Middle School Advisory program</p> <p>Leadership within grade level team meetings topic areas</p> <p>Celebrate areas where students have taken school- wide leadership</p>	<p>2015 - 2017</p> <p>2015 - 2017</p>	<p>Social thinking Curriculum in grades 3 and 4. 2017- 2019</p> <p>Reworking of Advisory in grades 5-8 2016- 2018</p> <p>Implementation of the language basis for the Olweus program for anti-bullying as our adopted program (ongoing 2016/2017)</p> <p>Deferred to 2016/2017</p>

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
Improvements in lunch/recess programs	<p>Make observations and present a list of areas that need improvement to SAC for consideration</p> <p>Create a list of possible solutions for each concern and prioritize items</p>	<p>Time to make observations</p> <p>District funding for potential solutions</p>	<p>Administrators Lunch Staff Lunch Volunteer Coordinator Recess monitors SAC</p>	<p>List of prioritized solutions</p> <p>Documented changes if recommended (if there are any)</p>	2015 - 2017	<p>Changes to how students end their lunchtime has been implemented for all grades.</p> <p>Students in grades 2,3, and 4 can choose their own seat at lunch.</p> <p>Grade four student leaders are assisting with K, 1 and 2 lunch and recess</p>

Goal 3: Integrate Technology

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Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
<p>iPad Initiative effectiveness/ positive student learning impact</p>	<p>Continuously monitor the 2015-2016 iPad Initiative in Grade 6 for effectiveness</p> <p>Provide and coordinate PD for iPad apps and use with students in grades K-2 and 6-8</p> <p>Teachers in Grades K-2 exploring iPad apps for small group instruction or individual student use</p>	<p>Time</p> <p>Resources such as technology support, outside research, and team meeting discussion and practice</p>	<p>Superintendent Principals Faculty</p>	<p>Documentation of how teachers are using the iPads and applications they are/will use with students</p>	<p>2014 - 2018</p>	<p>Summer 2016 PD to follow in the use of the integrated technology for elementary and middle school teachers and administration.</p> <p>K-2 teachers used IPads in small groups and feedback is positive.</p> <p>Fall 2016, K-2 will be expanding available apps to grade level specific.</p>

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
<p>Review, revise and continue Implementation of Technology Plan</p>	<p>Implement best practices of technology integration</p> <p>Continue to purchase computers, provide mobile carts and electronic whiteboards so that all students have access to technology to enhance their learning</p> <p>Research/provide potential educational offerings in the area of software coding and logistics for future class offerings</p>	<p>District Funds</p> <p>Faculty scheduling</p> <p>Class meeting time schedule</p>	<p>Technology Committee</p> <p>Superintendent</p> <p>Principals</p>	<p>Common units used at grade levels; best practices shared and used</p> <p>Adequate supply of iPads/laptops and electronic whiteboards that meet the needs of staff and students</p> <p>Network is able to handle "traffic"</p> <p>Research documents about educational offerings</p> <p>Potential class schedule</p>	<p>2015 - 2018</p>	<p>Ongoing during CPS technology Committee.</p> <p>Tech plan to be completed fall of 2016.</p> <p>Offered 4 new coding opportunities for students grades 1-8 offered through STEAM .</p>

Goal 4: Meet Space Needs and Manage the Resources of the Carlisle Public Schools

The district will work closely with the town to meet the space needs of the staff and students at Carlisle Public Schools. The district will promote efficient management of CPS resources.

Action Steps	Implementation Strategies	Resources Needed	Facilitator(s)	Evaluation of Success	Timeline	Status
Support the transition to a learning commons model and use of library space	<p>Support CEF in its efforts to raise funds to complete the transition from library to learning commons</p> <p>Educate faculty and staff as well as Carlisle community about the learning commons model of classroom organization</p>	<p>CEF funds</p> <p>Training and/or communication with all stakeholders</p>	<p>Superintendent Principals Technology Staff Facilities Director Library Media Specialist CEF Members</p>	<p>The purchase of mobile furniture and new furniture</p> <p>The purchase of mobile technology and new technology</p> <p>Stakeholders understanding of the learning commons model</p>	2015 - 2017	<p>Ongoing Including new technology (implementation for year 2)</p> <p>Open house February 2016</p> <p>School Committee presentation by school librarian</p>
Assess the use of instructional space in the school building	<p>Review of how spaces are presently being utilized</p> <p>Prioritize future space needs</p>	<p>Meeting Time</p> <p>District Funds (if needed)</p>	<p>Superintendent</p> <p>Principals/ Director of Student Support Services</p> <p>Teachers</p>	<p>Room assignments for school year 2016-2017</p> <p>List of potential needs</p>	2015 - 2016	Ongoing