



CARVER MAGNET ELEMENTARY

2018-2019 SCHOOL IMPROVEMENT PLAN

**CLIFTON D. WOODLEY
PRINCIPAL**

*Disclaimer - This school improvement plan is not the final draft. It is a working plan that will be monitored, updated, and revised periodically throughout the 2018-2019 school year based on our school needs. 7/25/2018

FOCUS AREAS

Student Achievement

At Carver Magnet Elementary, it is our mission to continuously improve student achievement. There is a need to improve core instruction, as well as, identify the appropriate interventions to meet the needs of students who may need additional support to remain on track for meeting their growth and academic goals. Job-embedded and relevant professional development is warranted for teachers to sharpen their skillset in an effort to help students improve their overall academic progress.

Effective Instruction

At Carver Magnet Elementary, effective instruction is critical to increasing student achievement. Utilizing research-based strategies, providing professional development opportunities for teachers, incorporating small group instruction, and implementing effectively planned lessons should help us in addressing deficit areas, assessing strengths and weaknesses, and providing remediation/interventions accordingly.

School Culture

The school culture at Carver Magnet Elementary should be one that exemplifies a sense of participation, wellness, safety, and security for all students, parents, and staff. We need to implement relevant strategies and participate in professional development to help us improve the culture of our school.

Parent (Family) Engagement

Currently, our parent engagement is low. It is vital that parents have an important role in their child's education. At Carver Magnet Elementary, we need to review our parent involvement plan and make changes as well as implement strategies to improve our parent-school partnership.

Focus Area 1: Student Achievement

<p>Goal: To improve student achievement through core instruction practices/curriculum and identify areas of growth in math, reading, and science.</p>	<p>Implementation</p> <ul style="list-style-type: none"> Attend weekly grade-level planning meetings with literacy and math facilitators Familiarize and implement revised curriculum maps Utilize research-based instructional strategies Incorporate small group instruction in daily lessons Assess regularly and provide feedback Provide remediation and interventions Work with principal on data analysis 	<p>Professional Development</p> <ul style="list-style-type: none"> R.I.S.E. Training (Literacy) District-offered Science PD District-offered Math PD Charlotte Danielson's Framework for Teaching PD on Instructional Methods/Strategies STEM PD Out-of-District PD 	<p>Monitoring of the Goal</p> <ul style="list-style-type: none"> Informal classroom observations through EdReflect/TESS Assess lesson plans through Planbook.com Classroom Artifacts Student Work NWEA MAP Interim Assessment (K-5) Teacher Assessments Curriculum Map Assessments SBIT Team Recommendations R.I.S.E. Assessments - Literacy SMI/Universal Screener Teacher Attendance (WillSub)
<p>CC01 - All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning, and inclusion in subsequent assignments. CC02 - All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives. MTV01 - All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery. MET02 - All teachers include self-checks, peer checks, and documentation of learning strategies as part of assignment completion.</p>			
<p>Timeline: By the interim week (4th-5th week) of each quarter, academic data will be reviewed to determine the effectiveness of core instruction and instructional practices.</p>	<p>Other Support (Barriers)</p> <ul style="list-style-type: none"> Use funds to bring in out-of-district consultant Utilize substitutes to allow time for teachers to analyze student data Professional Development on Classroom Management 	<p>Data (2018 ACT Aspire Summative Data)</p> <ul style="list-style-type: none"> Math - 55% Ready or exceeding (5% gain) English - 74% Ready or Exceeding (9% gain) Science - 40% Ready or Exceeding (5% gain) Reading - 40% Ready or Exceeding (6% gain) 	

Focus Area 2: Effective Instruction

<p>Goal: To implement an instructional process that aligns with the current curriculum and the use of research-based instructional methods.</p>	<p>Implementation</p> <ul style="list-style-type: none"> Attend weekly grade-level planning meetings with literacy and math facilitators Implement the revised curriculum map Utilize research-based instructional strategies Incorporate small group instruction in lessons Provide remediation and interventions for each student below readiness Apply Response-to-Intervention (RTI) 	<p>Professional Development</p> <ul style="list-style-type: none"> R.I.S.E. Training (Literacy) District-offered Science PD District-offered Math PD Charlotte Danielson's Framework for Teaching PD on Instructional Methods/Strategies STEM PD Out-of-District PD PD on Differentiation/Tiered Instruction 	<p>Monitoring of the Goal</p> <ul style="list-style-type: none"> Informal classroom observations through EdReflect/TESS Assess lesson plans through Planbook.com Classroom Artifacts Student Work Pre/Post Assessment Data Teacher Assessment Data Curriculum Map /Unit Assessment Data
<p>Curriculum, Assessment, and Instructional Planning IIA01 - Instructional teams develop standards-aligned units of instruction for each subject and grade level. IIA02 - Units of instruction include standards-based objectives and criteria for mastery. IID11 - Instructional teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red-flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).</p> <p>Classroom Instruction IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p>	<p>Other Support (Barriers)</p> <ul style="list-style-type: none"> Funds to bring in out-of-district consultant Utilize substitutes to allow time for teachers to observe other classroom teachers Professional Development on Classroom Management Allow additional time for planning (funding) through PLCs 	<p>Data</p> <ul style="list-style-type: none"> Whole-group instruction observed in 95% of classroom observations (EdReflect) Math 3 - 54% Readiness Math 4 - 56% Readiness Math 5 - 53% Readiness English 3 - 70% Readiness English 4 - 80% Readiness English 5 - 72% Readiness Reading 3 - 33% Readiness Reading 4 - 49% Readiness Reading 5 - 37% Readiness Science 3 - 30% Readiness Science 4 - 39% Readiness Science 5 - 47% Readiness 	
<p>Timeline:</p> <ul style="list-style-type: none"> Starting September 3, 2018, 100 percent of our grade level teachers will deliver instruction by employing at least ONE or more research-based instructional strategies at a minimum of three days a week. Specialists will employ at least ONE or more research-based instructional strategies with each class, each week. 			

Focus Area 3: School Culture

<p>Goal: To purposefully create a positive school climate and culture aligned with Carver Magnet's school vision and mission.</p>	<p>Implementation</p> <ul style="list-style-type: none"> • Implement "Morning Meetings" to set daily expectations • Communicate clear/consistent expectations for staff/students throughout the school • Staff build relationships through Carver HOUSE system • Rituals and routines will be evident by staff, students, parents, and visitors • Staff modeling for students • Educator of the Month 	<p>Professional Development</p> <ul style="list-style-type: none"> • Character Education for students • Out-of-District PD • AR IDEAS (online PD) • School-Based Mental Health Agency (New Beginnings) • Staff Meetings • School Leadership Team Meetings • District-level PD 	<p>Monitoring of the Goal</p> <ul style="list-style-type: none"> • HOUSE Meetings • Student Surveys • Staff Surveys • Parent Surveys • Master Schedule • Observations/ Walkthroughs • Classroom Management Plans • Anchor Charts • Discipline Referral Data • Custodial Inspection Report • Incentive Receipt Form
<p>IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. IIIC02 - Transitions between instructional modes are brief and orderly. IIIC03 - Students maintain eye contact and are attentive. IIIC04 - Students raise hands or otherwise signal before speaking. IIIC06 - All teachers maintain well-organized student learning materials in the classroom. IIIC08 - All teachers display classroom rules and procedures in the classroom. IIIC09 - All teachers correct students who do not follow classroom rules and procedures. IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them. IIIC11 - All teachers conduct an occasional "behavior check". IIIC12 - All teachers engage all students (e.g., encourage silent students to participate)</p>	<p>Other Support (Barriers)</p> <ul style="list-style-type: none"> • Funds to bring in out-of-district consultant • Utilize substitutes to allow time for teachers to observe other classroom teachers • Teachers serve on school committees • Explore a book study possibility • Explore Nichols Behavior Checklist and Assessment (\$700) 	<p>Data</p> <ul style="list-style-type: none"> • 100% of parents wants students to be safe • 75% of students indicate they feel safe at school • 50% of students state that teachers do not challenge them • 80% of teachers share that discipline is a major concern • Attendance rate 96.29% • 40% of students are tardy to school • 95% of disciplinary infractions are classroom-related incidents 	
<p>Timeline:</p> <ul style="list-style-type: none"> • After the first 10 school days and continuously throughout the year, the Carver staff will establish and reinforce rules/procedures, as a shared responsibility, while building relationships with students. 			

Focus Area 4: Parent Engagement

<p>Goal: To build effective home/school partnerships and family engagement within our school community.</p>	<p>Implementation</p> <ul style="list-style-type: none"> • Written correspondence to parents on a regular basis • End-of-the day/pickup staff/parents interactions w/parents (ongoing) • School marquee kept up-to-date with upcoming events • Use of Parent Link/Blackboard • Teachers use Class Dojo/Remind or other online interactive feature to communicate with parents • Notify and invite parents to all student recognition programs • Website updates on a regular basis 	<p>Professional Development</p> <ul style="list-style-type: none"> • School-Based Mental Health Agency (New Beginnings) • PD with Carver Parent Facilitators • East-Central Parent Cluster Meeting • PTA Meetings • Out-of-District Parent Workshops/PD • Parenting Partners PD 	<p>Monitoring of the Goal</p> <ul style="list-style-type: none"> • Open House • School Sign-In Sheets • Phone Records • VIPS Forms • Email Communication • Written Communication • School Website • Interpreters • Parent Conference Forms • School Calendar • School Leadership Team Notes/Minutes • National Network of Partnership Schools (\$400 membership fee)
<p>FE01 - Parent representatives advise the School Leadership Team on matters related to family-school relations. FE02 - The school's key documents are annually distributed and frequently communicated to teachers, school personnel, families, and students. FE03 - The school's Parent (family) Involvement Guidelines includes a vision statement about the importance of family -school partnership in a school community. FE05 - The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions. FE06 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).</p>	<p>Other Support (Barriers)</p> <ul style="list-style-type: none"> • Carver PTA work with other schools' PTA • Attend 2018-2019 PTA Council Meetings 	<p>Data</p> <ul style="list-style-type: none"> • 50% of parents were in attendance at 2017 school's annual parent meeting (Open House) • 50% of our parents were in attendance at parent-teacher conferences • 100 plus volunteer hours through VIPS (Volunteers in Public Schools) 	
<p>Timeline:</p> <ul style="list-style-type: none"> • After the 2018 School Open House (September 6, 2018), Carver will begin to implement the school-level family engagement plan in "chunks" for the remainder of the school year. 			