

**Carver Middle High School  
School Improvement Plan  
2011 – 2012**

***Domain: Continuous Improvement for Teaching and Learning***

**Goal I: To ensure high expectations around education for staff, parents/guardians students, and the community.**

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| <b>1. Action Step</b>                                             | <b>Anticipated Outcomes</b>                                                                                              | <b>Implemented By</b>          |
| Complete the Self-Study Process for the NEASC Accreditation Visit | Complete the Self-Study and develop two- and five-year action plans based on the school's identified strengths and needs | Staff, Faculty, Administrators |

**Rationale/Strategies**

- Carver Middle High School will host its ten-year NEASC accreditation visit in the spring of 2012.
- Our NEASC evaluation will be for grades 6-12.
- In preparation for the visit, the school must prepare a self-study report in which we will evaluate ourselves against the seven NEASC standards – Core Values and Beliefs, Curriculum, Instruction, Assessment, School Culture and Leadership, School Resources for Learning and Community Resources for Learning.
- Standards Committees have been working on the self-study for the past year. Each committee includes faculty, staff, parents/guardians, and students.
- Each Standard Committee has the responsibility of rating the school against the standards and then providing evidence to support the rating.
- Each Standard Committee also has to develop a list of strengths and needs in regards to the school adherence to the standards.
- Based upon the identified strengths and needs, the school needs to develop a two- and five-year action plan to address critical needs.
- The recommendations that come from the accreditation visit will be the driving force of school improvement over the next several years.

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| <b>2. Action Step</b>     | <b>Anticipated Outcomes</b>                                                                                       | <b>Implemented By</b>    |
| Keys to Literacy Training | Consistent teaching of specific literacy skills across content areas to improve student comprehension and writing | Teachers, Administrators |

**Rationale/Strategies**

- This past year, several teachers received training on the “Three Keys Approach” from a group called “The Keys to Literacy.”
- 25-30 members of the faculty will receive professional development training on the “Three Keys Approach” from “The Keys to Literacy.”
- The goal is that at the end of the 2012-2013 school year all teachers will be trained in the “Three Keys Approach.”

- The goal of this training will be to develop a common language and approach to teaching literacy skills in all content areas.

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| 3. | <b>Action Step</b><br>Gail Briere Writing Project | <b>Anticipated Outcomes</b><br>Consistent teaching of specific literacy skills across content areas to improve student comprehension and writing | <b>Implemented By</b><br>Teachers,<br>Administrators |
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**Rationale/Strategies**

- This year the English teachers at Carver Middle High School worked with an outside consultant to benchmark the writing process by grade level in grades K-10.
- This process allowed teachers to identify what writing skills students should have mastered at each grade level. It also allowed teachers to evaluate the writing process vertically from grades K-10.
- The goal of this project was to improve students’ scores on the MCAS Long Composition in grades four, seven and ten.
- During the 2011-2012 school year, students in grades six through ten will respond to three MCAS style long composition questions – in October, January and May.
- Teachers will use the grade level benchmark rubrics to commonly score the students’ responses to the composition questions.
- Teachers will use the information gained by looking at the student work to inform and improve instruction in writing at each grade level.

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| 4. | <b>Action Step</b><br>Develop and implement a 6 <sup>th</sup> grade reading intervention class | <b>Anticipated Outcomes</b><br>Increase the reading fluency and comprehension of at-risk 6 <sup>th</sup> grade students | <b>Implemented By</b><br>6 <sup>th</sup> Grade Teachers,<br>Administrators |
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**Rationale/Strategies**

- Using Dibels scores, GRADE scores, and MCAS scores, we can identify students entering the 6<sup>th</sup> grade who are below grade level in reading fluency and comprehension.
- It is essential that we identify these students and provide them with support to improve these skills that are essential to access all other curriculums.
- This class will be for students who are not identified as needing a specialized reading class as part of their IEP but are still not on target in terms of fluency and comprehension.
- The class will contain approximately 15 students and will meet on a daily basis.
- The curriculum for the course will be aligned with the new 6<sup>th</sup> grade English curriculum series – Scott Foresman Reading Street.
- The students’ progress in the course will be monitored using Dibels and GRADE assessments.

***Domain: Organizational Development***

**Goal II: To develop and support a school and community partnership and organizational structure that uses data to drive decision making.**

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| <b>1. Action Step</b><br>Develop events, activities and organizations that encourage school pride and unity among students, faculty and families | <b>Anticipated Outcomes</b><br>Improve school spirit, culture and climate | <b>Implemented By</b><br>Students, Teachers, Administrators |
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**Rationale/Strategies**

- Over the past couple of years there has been a concern among staff and students that there is a lack of school spirit. This lack of school spirit impacts the overall school culture.
- We plan on using a wide range of strategies to increase school spirit, culture and climate.
- Increase communication with parents and the community through the website and newsletter.
- Post weekly calendar of events on the school website.
- The faculty will develop a list of three non-negotiable behaviors for students.
- A school improvement suggestion box will be created and placed in both the middle and high school offices.
- Develop a school advisory board made up of students and teachers to address school-wide concerns.
- Develop more opportunities for positive student recognition.

***Domain: Finance and Facilities***

**Goal III: To provide financial support and a safe and healthy learning environment for teaching and learning.**

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| <b>1. Actions Steps</b><br>Establish a Green Team/<br>Eco-Committee | <b>Anticipated Outcomes</b><br>The committee will identify priorities and develop an action plan to promote a more environmentally friendly school | <b>Implemented By</b><br>Staff, Students, Community |
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**Rationale/Strategies**

- In the fall of 2011, we will establish an eco-committee consisting of faculty, staff, administrators, students and community members.
- The committee will establish a mission and identify priorities for promoting improved environmental conditions in the school.
- The committee will work in conjunction with the school's Environmental Club.
- The committee will work in conjunction with the Carver Green Committee.