



CARLTON INNOVATION SCHOOL
IMPROVEMENT PLAN
2013-2016

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Executive Summary

The Carlton School is a small elementary school that serves 235 students in grades K-5 in Salem, Massachusetts. Housed in a “green building” built in 2004, the Carlton strives to incorporate environmental and marine science studies into the everyday curriculum.

Section 1: Explanation of key issues and how the school will address them:

The Carlton Innovation School is entering its second year of the innovation plan. The core of our innovation is to emphasize an individual approach to teaching and learning designed specifically to better serve the continuous progress of our students. To this end we accept new students and transition current students to new grade levels based on each student’s growth, three times a year. Students have a team of teachers responsible for their continuous progress. This is done through a workshop model using student data to make daily instructional decisions. Our school culture emphasizes students’ role in their education through our core values of Curiosity, Community and Effort.

Through flexible grouping and small group instruction, diverse learners such as special education and ELL students will have targeted instruction that is differentiated based on their needs. Instruction will be driven by assessment, allowing students to move at their own pace through the continuum.

Last year (2012-2013) we made significant changes to our school structure, curriculum, staffing and calendar, implementing much of the proposed innovation plan. Some of these changes include team teaching, collaborative decision making among staff, trimester transitions for students, workshop model teaching in reading, writing and math, flexible and fluid grouping for small group instruction, use of “I Can...” learning targets in all lessons, intensive data cycle built from common assessments, and multiage classrooms.

This School Improvement Plan serves as a supplement to our Innovation plan, outlining our specific goals for the next three years. We intend to strengthen these changes with a focus on curriculum and instruction, improving our data cycle and continuing to develop our school culture.

Carlton Innovation School Council & School Improvement Plan Team

Jean-Marie Kahn, Principal

Teegan vonBurn, Assistant Principal

Kate Carbone, Assistant Superintendent

Trisha Mercier, Teacher

Jessica Eveleth, Teacher

Richard Thornett, Parent

Kerry Murphy, Parent

Richard Giso, Teacher

Tracy Angeramo, Teacher

Meredith Hill, Teacher

Shawna Erps, Literacy Coach

Key Issues

As a team the School Council used multiple sources of data to identify the following strengths and needs:

Strengths

- Strong school culture among students, families and professionals
- Use of data to drive instruction
- Differentiated instruction
- Use of Learning Targets in classroom instruction
- Diagnostic teaching of reading

Needs

- Strengthen curriculum mapping and lesson planning based on Massachusetts Common Core Frameworks
- Expand and deepen instructional practices that lead to student achievement
- Improving high needs student achievement
- Formalizing data cycle
- Continue to strengthen student, family and professional culture

Theory of Action

If we improve our instructional practices and deepen our curriculum with a focus on Massachusetts Common Core Standards, **and** we strengthen our diagnostic teaching using a strong data cycle emphasizing supports for high needs learners....then our student achievement and growth will improve.

Strategic Objectives & Initiatives

1. Highly qualified teachers in all core content area classes:

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Resources Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

2. High quality and ongoing professional development for teachers, principals, and paraprofessionals:

Professional development is provided through a variety of ways, including through direct instruction, instructional consultants, partners, vendors, and coaching. Our staff participates in professional development sessions after school, during early release days, and during the summer. Professional development focuses on strengthening content knowledge and pedagogy and using data to plan instruction. In our school, we have instructional coaches to support implementation of new practices.

3. Strategies to attract high-quality, highly qualified teachers to the school:

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on SchoolSpring to tap into a large pool of qualified applicants. A committee is convened and interviews are conducted. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

4. Coordination and integration of federal, state and local services and programs

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The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Accelerated Improvement Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district funds.

Strategic Objective 1: Develop and implement a rigorous aligned curriculum utilizing high quality instructional practices

Strategic Initiatives:

- 1.1 Refine and implement instructional units based on district maps, the MA Common Core and continuums of learning in ELA, Math and STE (Science Technology Engineering)
- 1.2 Continue to develop and implement the workshop model, using high quality instructional strategies in ELA, Math and STE
- 1.3 Use Innovation Model (see appendix A) to increase support for all students including High Need students.

Strategic Objective 2: Expand and enhance implementation of data system that supports diagnostic teaching and drives curricular and instructional decisions.

Strategic Initiatives:

- 2.1 Enhance current data cycle into a robust and well-established process that includes multiple forms of assessment and flexible adjustments to practice.
- 2.2 Use the data cycle to increase our diagnostic instruction and develop comprehensive supports for all students including High Need students.

Strategic Objective 3: Grow and live Carlton's culture of curiosity, community and effort among students, families and staff.

Strategic Initiatives:

- 3.1 Maintain and increase student motivation by continuing to foster student belonging, purpose and enjoyment.
- 3.2 Increase family and community involvement by fostering a sense of belonging, purpose and enjoyment.
- 3.3 Maintain and increase professional culture by continuing to foster a sense of collegiality and enjoyment.

Priority Initiatives 2014-2015

- 1.1 Refine and implement instructional units based on district maps, the MA Common Core and continuums of learning in ELA, Math and STE (Science Technology Engineering)
- 1.2 Continue to develop and implement the workshop model, using high quality instructional strategies in ELA, Math and STE
- 1.3 Use Innovation Model (see appendix A) to increase support for all students including High Need students.
- 2.1 Enhance current data cycle into a robust and well-established process that includes multiple forms of assessment and flexible adjustments to practice.

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2.2 Use the data cycle to increase our diagnostic instruction and develop comprehensive supports for all students including High Need students.

Section 2: Plan Summary:

Evidence of Change, Short-term Outcomes, Final Outcomes

Strategic Objective 1: Develop and implement a rigorous aligned curriculum utilizing high quality instructional practices	
Strategic Initiatives:	Early Evidence of Change, Short-Term Outcomes, Student Outcomes
<p>1.1 Refine and implement instructional units based on district maps, the MA Common Core and continuums of learning in ELA, Math and STE (Science Technology Engineering)</p> <p>1.2 Continue to develop and implement the workshop model, using high quality instructional strategies in ELA, Math and STE</p> <p>1.3 Use Innovation Model (see appendix A) to increase support for all students including High Need students.</p>	<p>Early Evidence of Change Increase numbers of “fully implemented” on the four priority indicators from the District’s Teaching and Learning Expectations as evidenced during Instructional Rounds. Baseline by ex. Oct and increase by May</p> <p>Short-Term Outcomes 70% of action plans meet the criteria for a strong action plan, 90% June</p> <p>80% of the teachers report that the ratio of student talk is increasing as evidenced by a survey and observations in Feb.</p> <p>Student Outcomes By the end of the year, 80% of students tested in grades K-5 will make one or more year’s growth (in levels) as measured by the BAS assessment. (Report for all students, High Needs, ELL, and SWD)</p> <p>80% of students will increase their average open response score by 2 points from September to March</p> <p>75% of students not proficient on priority standards will reach proficiency on mid-cycle assessment as a result of action plan teaching</p> <p>Overall proficiency will increase by 10% on MCAS in ELA, Math and STE- Will reduce the gap between all students and ELL and SWD as evidenced by MCAS CPI of 15 points or less</p>

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2013-2014 Priority Activities

Activities to Achieve Outcomes for Initiatives	Who will lead?	When will it start?	When will it be complete?
1.1 Refine and implement instructional units based on district maps, the MA Common Core and continuums of learning in ELA, Math and STE (Science Technology Engineering)			
Develop shared lesson plans around Lucy Calkins Units of study In Reading and Writing in grades K-5	JM, SE	8/13	6/16
Use innovation grant to fully develop math units and assessments	JM, TVB, Math Team	8/13	6/16
PD from math consultant on math workshop, common core and student discourse/academically productive talk	JM, TVB, Math Team, K. Foulser	8/13	6/14
Further develop use of Educate by Spring to use as report card Supplement	JM, TVB	1/14	6/15
Use Teacher Evaluation system to provide feedback on use of Instructional units	JM, TVB	8/13	6/16
1.2 Continue to develop and implement the workshop model in ELA, Math and STE			
Develop and strengthen reading focus lessons and individual Confering	JM, SE, TLA	8/13	6/16
Develop and strengthen math workshop, integrating small instruction with explore, connect and construct	JM, TVB, Math Team, K. Foulser	8/13	6/16
Support and PD from TLA and Literacy Coach	JM, SE, TLA	8/13	6/15
PD and feedback focus on increasing amount and depth of student discourse in all subject areas	JM, TVB, TLA, K. Foulser	8/13	6/16
Use of Instructional Rounds to monitor, increase and provide feedback on Teaching and Learning Expectations	JM, TVB, AIP Team	8/13	6/16
Use Teacher Evaluation system to provide feedback on use of instruction specifically student discourse	JM, TVB	8/13	6/16
1.3 Use Innovation Model (see appendix A) to increase support for all students including High Need students.			
Develop a stronger tiered instructional model	JM, TVB	8/13	6/16
Use sub-group data to strategically support and monitor high needs students	JM, TVB	8/13	6/16
Use Teacher Evaluation system to provide feedback on instruction of high needs students	JM, TVB	8/13	6/16

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<p>Strategic Objective 2: Expand and enhance implementation of data system that supports diagnostic teaching and drives curricular and instructional decisions.</p>	
<p>Strategic Initiatives:</p>	<p>Early Evidence of Change, Short-Term Outcomes, Student Outcomes</p>
<p>2.1 Enhance current data cycle into a robust and well-established process that includes multiple forms of assessment and flexible adjustments to practice.</p> <p>2.2 Use the data cycle to increase our diagnostic instruction and develop comprehensive supports for all students including High Need students.</p>	<p>Early Evidence of Change By March 1st the Data Leadership Team will draft an assessment blueprint combining standards and learning continuums.</p> <p>By March 1st the Data Leadership Team will develop and document a strategy for imbedding subgroup data into all parts of the data cycle.</p> <p>80% of the items on the ANET Data Use Rubric will be at the Driving Results level (2) as evidenced through self reflection of teachers and administrators</p> <p>Short-Term Outcomes By June 30th teachers will report an increase of the use subgroup data in 80% of data conversations during data meetings, CPT and IST</p> <p>By June 30th all teachers will have at least 3 cycles of RTI/IST meetings, with a full class review</p> <p>By June 30th the Data Leadership Team will populate Educate with student proficiency data</p> <p>Student Outcomes: By the end of the year, 80% of students tested in grades K-5 will make one or more year's growth (in levels) as measured by the BAS assessment. (Report for all students, High Needs, ELL, and SWD)</p> <p>80% of students will increase their average open response score by 2 points from September to March</p> <p>75% of students will increase to proficient on priority standards during mid-cycle assessment as a result of action plan teaching</p> <p>Overall proficiency will increase by 10% on MCAS in ELA, Math and STE Will reduce the gap between all students and ELL and SWD as evidenced by MCAS CPI of 15 points or less</p>

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2013-2014 Priority Activities

Activities to Achieve Outcomes for Initiatives	Who will lead?	When will it start?	When will it be complete?
2.1 Enhance current data cycle into a robust and well-established process that includes multiple forms of assessment and flexible adjustments to practice.			
Implementation of ANet and connections to other assessment-instruction cycles within the building	JM, TVB, DataLT	8/13	6/15
Use of Instructional Rounds to monitor, increase and provide feedback on Teaching and Learning Expectations	JM, TVB	9/13	6/16
Further develop use of Educate by Spring to use as report card Supplement	JM, TVB	1/14	6/15
Improve quality of data meetings both within the ANet cycle as well as in common planning time	JM, TVB, DataLT	8/13	6/16
Develop longitudinal data system	JM, TVB	8/13	6/15
2.2 Use the data cycle to increase our diagnostic instruction and develop comprehensive supports for all students including High Need students.			
Develop a stronger tiered instructional model	JM, TVB	8/13	6/16
Use sub-group data to strategically support and monitor high needs students	JM, TVB	8/13	6/16
Use Teacher Evaluation system to provide feedback on instruction of high needs students	JM, TVB	9/13	6/16
Make use of sub-group data throughout the data cycle	JM, TVB	8/13	6/16
Increase accountability for all teachers around closing the gap	JM, TVB	8/13	6/16

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Strategic Objective 3: Grow and live Carlton’s culture of curiosity, community and effort among students, families and staff.	
Strategic Initiatives:	Early Evidence of Change, Short-Term Outcomes, Student Outcomes
<p>3.1 Maintain and increase student motivation by continuing to foster student belonging, purpose and enjoyment.</p> <p>3.2 Increase family and community involvement by fostering a sense of belonging, purpose and enjoyment.</p> <p>3.3 Maintain and increase professional culture by continuing to foster a sense of collegiality and enjoyment.</p>	<p>Early Evidence of Change Initial implementation of SWIS for office referral documentation Increase in parent volunteers and after school attendance Increase in staff’s positive collaboration and problem solving</p> <p>Short-Term Outcomes By June 30th staff will be clear about which behaviors are staff managed and which are sent to the office (i.e. appropriate use of office referrals). These behaviors are clearly defined, differentiated, and documented.</p> <p>Student Outcomes By the end of the year, 80% of students tested in grades K-5 will make one or more year’s growth (in levels) as measured by the BAS assessment. (Report for all students, High Needs, ELL, and SWD)</p> <p>80% of students will increase their average open response score by 2 points from September to March</p> <p>75% of students will increase to proficient on priority standards during mid-cycle assessment as a result of action plan teaching</p> <p>Overall proficiency will increase by 10% on MCAS in ELA, Math and STE</p> <p>Will reduce the gap between all students and ELL and SWD as evidenced by MCAS CPI of 15 points or less</p>

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2013-2014 Priority Activities

Activities to Achieve Outcomes for Initiatives	Who will lead?	When will it start?	When will it be complete?
3.1 Maintain and increase student motivation by continuing to foster student belonging, purpose and enjoyment.			
Increase teacher capacity with responsive classroom	JM, TVB	8/13	6/16
Introduction of PBIS, data collection and beginning stages of Implementation	JM, TVB	1/14	6/15
World Block	JM, TVB	8/13	6/15
Breakfast in the Classroom	JM, TVB	8/13	6/15
3.2 Increase family and community involvement by fostering a sense of belonging, purpose and enjoyment.			
Developing volunteer opportunities	JM, TVB	1/14	6/15
Implementing Dreambox at home	JM, TVB	12/13	6/15
Feedback Survey	JM, TVB	6/15	6/15
Form Community Outreach Task Force	JM, SB, IA	8/14	6/15
Hold new parent coffee hours for incoming kindergarteners	JM,CO	8/14	6/15
Increase use of CarltonSchool.org to communicate with families	COTF	8/14	6/15
3.3 Maintain and increase professional culture by continuing to foster a sense of collegiality and enjoyment.			
Improve communication using staff calendar and regular emails	JM, TVB	8/13	6/15
Develop team collaboration and shared accountability through data meetings and co-planning	JM, TVB	8/13	6/15

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Evidence-Tracking Form	Collection Strategy	Person (s) Responsible	Date Due	Completed	Results
Strategic Objective 1					
Increase numbers of fully implemented on the four priority indicators from the District's Teaching and Learning Expectations as evidenced during Instructional Rounds.	Walkthrough for Teaching and Learning Expectations, Baseline	JM & T	Jan		
	Walkthrough for Teaching and Learning Expectations, Baseline	JM & T	May		
70% of action plans meet the criteria for a strong action plan, 90% June peer editing	Survey Action Plans created on Jan. 8 th	JM & T	Jan		
	Survey Action Plans created in April	JM & T	Apr		
80% of the teachers report that the ratio of student talk is increasing as evidenced by a survey and observations	Walkthrough for Academically Productive Talk, Baseline	JM & T	Jan		
	Walkthrough for Academically Productive Talk, Baseline	JM & T	May		
By the end of the year, 80% of students tested in grades K-5 will make one or more year's growth (in levels) as measured by the BAS assessment. (Report for all students, High Needs, ELL, and SWD)	Monthly Wall Tracking Data	Shawna	Mon. & Jun		
80% of students will increase their average open response score by 2 points from September to March	ANet open response excel spreadsheet Compare to MCAS scores in June	Shawna	Oct Dec Jan Mar Jun		
75% of students will increase to proficient on priority standards during mid-cycle assessment as a result of action plan teaching	Mid-Cycle reflection templates	JM & T	Oct Dec Jan Mar Jun		

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Overall proficiency will increase by 10% on MCAS in ELA, Math and STE	MCAS Analysis	Data team	June		
Will reduce the gap between all students and ELL and SWD as evidenced by MCAS CPI of 15 points or less	MCAS Analysis	Data Team	June		
Strategic Objective 2					
By March 1 st the Data Leadership Team will draft an assessment blueprint combining standards and learning continuums.	Create draft of document	Data Team	March		
By March 1 st the Data Leadership Team will develop and document a strategy for imbedding subgroup data into all parts of the data cycle.	Create draft of document	Sub-Group Data Team	March		
80% of the items on the ANET data use rubric will be at the Driving Results level (2) as evidenced through self reflection of teachers and administrators	Staff reflection on rubric June	JM & Teegan	June 30		
By June 30 th teachers will report an increase of the use subgroup data in 80% of data conversations during data meetings, CPT and IST	Staff survey	Sub-Group Data Team	June 30		
By June 30 th all teachers will have at least 3 cycles of RTI/IST meetings, with a full class review	RTI/IST review	JM & Teegan	June 30		

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By June 30 th the Data Leadership Team will draft a format and populate with student proficiency data the day-to-day student mastery interface in hardcopy	Print out of the Educate format and conduct a readability review with the staff	Data Team	June		
Strategic Objective 3					
By Jan. 30 th SWIS training in Morning Meeting for staff					
By Jan. 30 th attendance reporting 100% of teachers entering data by 9am					
By June 30 th staff will be clear about which behaviors are staff managed and which are sent to the office (i.e. appropriate use of office referrals). These behaviors are clearly defined, differentiated, and documented.					

Strategies to increase parental involvement:

As part of the Innovation School process, our prospectus/plan committee (made up of parents, teachers, community members) outline the Continuous Progress Innovation Plan design, implementation, and evaluation of the school wide program. The prospectus/plan committee then tool on the role of school council at the outset of our planning year 2011-2012. While the plan is updated yearly through the SIP with feedback from the staff, school council, and a parent feedback survey, this plan will expire in June of 2017 and will need to be renewed.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.

During the 2014-2015 school year we will be welcoming the Head Start program to our school. We will collaborate with the Head Start staff to include the students in assemblies and other school-wide activities.