






### School Improvement Plan 2023-2024

Our goals this year			
What do we hope to improve?	How will we measure it?	Start	Goal
<b>Reduce chronic absenteeism</b>	Reduce the percent of students that are chronically absent.	13.4% (SY 22/23)	10%
<b>Improve performance as measured by MCAS</b>	Increase meet/exceed proficiency rates on ELA and math MCAS	50% ELA (SY 22/23)  47.5% math (SY 22/23)	60% ELA  57.5% math
<b>Improve performance as measured by MCAS</b>	All grades/all subjects achieve >60 SGP on MCAS	SGP: ELA – 50 math –48 (SY22-23)	SGP: ELA – 60 math – 58
<b>Improve performance as measured by ACCESS</b>	Increase the % of students who demonstrate adequate progress	43% (SY 22/23)	53%
<b>Increase observation &amp; feedback</b>	Increase "Perceptions of the amount and quality of feedback faculty receive"	40% (SY 22/23)	55%
<b>Improve stakeholder perception data</b>	Families have favorable perceptions of their child's learning related behaviors	No Baseline	70%
	Families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.	No Baseline	70%
	Increase student sense of belonging and the extent that they feel valued at the school	70% (SY 22/23)	85% (SY 23/24)
	Increase annual teacher sense of well being and belonging at our school	60% Well Being (SY 22/23)  74% Belonging Support Staff (SY 22/23)	68% Well Being (SY 23/24)  80% Belonging Support Staff (SY 23/24)

## How will we reach our goals?

We have three “big rocks” this year – these are our focus areas for improvement for our school!

	What is our big rock?	What will our students experience as we grow in this area this year?	How will we know if it is working?
Big Rock 1.1 Elevate Learning 	Ensure that all Carlton students have access to grade-level, standards-based lessons and materials in a learning environment where they feel seen, heard, and represented.	All students will have access to grade level materials. Students will also do the “heavy lifting” for their learning, and will have voice and choice in the process and product.	An increase in overall proficiency on STAR for both ELA and math  Standards-based growth as measured by trimester independence checks and common assessments (school and district-based)
Big Rock 1.2 Elevate Learning 	Following a predetermined looking-at student-work meeting calendar, educators will utilize meetings to analyze and score student work with proficiency scales, identify areas of strength and areas of growth, and determine the next steps. Next steps can include reteaching and reassessing or targeting the next standard in their progression.	All students will experience standards-based tasks that are aligned to priority standards. Students will also experience reteaching based upon individual data and area of growth. They will also continue to grow towards proficiency.	An increase in overall proficiency on STAR for both ELA and math  Standards-based growth as measured by trimester independence checks and common assessments (school and district-based)  Carlton-based data tool that shows progress towards grade-level standards for all students
Big Rock 1.3 Elevate Learning 	Improve student academic performance by reducing chronic absenteeism	Students will be engaged in their learning and Carlton families will be considered partners in the process.	Decrease in our daily absenteeism  Decrease in our annual chronic absenteeism  An increase in overall proficiency on STAR for both ELA and math
Big Rock 2 Empower Educators 	Provide guidance, training, and support to teachers that is asset-based, actionable, and student-centered.	Students will be in classrooms where meaningful interactions are planned and purposeful.  Students will be in classrooms where the teaching and tasks are rigorous, engaging, and standards-based.	An overall increase in our school Panorama survey data centered on coaching and feedback  Administrators will be in classrooms conducting observations and completing coaching cycles
Big Rock 3.1 Center Belonging 	Leverage the Carlton playbook to observe and monitor best practices, schoolwide systems and routines, and student culture to create the foundation for 100% of students to learn in a warm, inclusive, and academically challenging classroom environment.	Students will be in classrooms that have clear routines and rituals that are practiced, purposeful, and create a welcoming environment for all learners.	Routines and rituals will be implemented throughout all aspects of the building. Students will feel an increase in belonging. This will be measured using the Panorama survey data for both students, staff and families.

Big Rock 3.2  
Center  
Belonging



Effectively meet the social/emotional and behavioral needs of all students and create opportunities for students to lift their voices and strengthen agency and ownership of their educational experiences.

Students will receive social emotional learning lessons that explicitly teach and model social skills. Students will also be in classrooms where they feel as though they are a valued member of the community and have input in their learning.

An increase in student engagement throughout all settings and evidence of student-driven learning in all classrooms.