

**McCarver Elementary School 2017-2018
Indistar: School Improvement Plan**

Mission:

As a McCarver community, we passionately believe in an intercultural collaborative learning environment devoted to developing and empowering lifelong learners; learners who are ethical, inquisitive, able to communicate effectively, and develop positive relationships.

Indistar School Improvement Plan

Current Actionable Principles of School and Student Success Goals for 2017-2018

Student and School Success **Principle 1** Core Function: Strong leadership

Effective Practice: Team structure

Effective Practice: Principal's role

Student and School Success **Principle 2**: Staff evaluation and professional development

Effective Practice: Professional Development

Student and School Success **Principle 3**: Expanded time for student learning and teacher collaboration

Effective Practice: Expanded time for student learning and teacher collaboration

Student and School Success **Principle 4**: Rigorous, aligned instruction

Effective Practice: Engaging teachers in aligning instruction with standards and benchmarks

Student and School Success **Principle 5**: Use of data for school improvement and instruction

Effective Practice: Assessing student learning frequently with standards-based assessments

Student and School Success **Principle 6**: Safety, discipline, and social, emotional, and physical health

Effective Practice: School and classroom culture

Student and School Success **Principle 7**: Family and community engagement

Effective Practice: Defining the purpose, policies, and practices of a school community

Student and School Success **Principal 1** Core Function: Strong leadership Effective Practice: Team structure

!	KEY	P1-IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)	Implementation Status	Assigned To	Target Date
			Monthly walk-throughs and informal classroom observations not less than 5 per week, using Observe4success and sharing data charts with 5D implementation . To be shared in monthly bulletins and staff meetings. 5D formal observation 6 week staff walkthroughs Weekly PLC/Data meetings creating CFAs around standards	Limited Development 09/26/2013		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
			How it will look when fully met: 17-18 observe4 success purchased and implemented. 5 walkthroughs weekly conducted for year. Instructional staff will use 5D with fidelity with a particular focus around Targets, Success criteria and common formative assessments Instructional staff will use CFA to inform weekly team planning sessions Iready Standards mastery will be purchased and used to inform instructional practice on standards Intervention will be used at k-2 to front load students in the area of reading Weekly planning with grade level teachers will determine instructional for intervention groups Data Check-in's will be used to develop groupings of students not meeting standard. These meetings will take place once every 6 weeks. Teachers will show growth of students and remove those meeting or above standard. 16-17 school year: Teachers will demonstrate use of 5D specifically targets based on standards, for every core subject for 180 school days as measured by elementary walkthrough data. 15-16 school year. 100% of McCarver staff will demonstrate competence in promoting a positive, supportive, and culturally responsive learning environment that		Becky Owens	05/31/2017

		is focused on setting high expectations aligned to standards during the 2014-2015 school year as measured by behavior reports, 5D evaluations, and other data are tools used to measure effectiveness of implementation.			
6	10/26/16	Walkthrough data will be entered using observ34success tool principals weekly and shared at monthly elementary principal meetings and monthly bulletins for staff		Becky Owens	02/16/2018
		<i>Notes:</i> This is also a requirement of our director therefore we will be above to compare out data with other schools. The tool was purchased with Title I dollars			
8	5/29/17	Teachers will meet as teams on IB implementation of units of study. They will work in grade level teams and will use the same units. Teachers will be paid to complete 30 minutes additional time weekly.		Becky Owens	05/31/2018
		<i>Notes:</i> 10/3/17 Since implementation we have met 5 times on Wednesdays. All teachers have completed one unit each as of 10/3/17. Teachers have updated their planners in the IB website.			

Student and School Success **Principal 1** Core Function: Strong leadership Effective Practice: Principal's role

!	P1-IE09	The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Principal #1 Title I Components: #1,2,3, and 8 The principals pop into classrooms daily, are visible around the building, and are approachable to address concerns. We are starting to implement a peer coaching and building walk through system for collecting classroom feedback. The building has both an instructional coach and an IB PYP Coordinator to help with co-teaching, coaching, and mentoring to improve instruction in the building. As a building we have a professional development plan in place for moving instruction forward.	Limited Development 11/29/2012			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	By October 2017, each administrator will designate 3 hours a week for learning walks where they will provide written feedback to staff regarding purpose, student engagement, and classroom environment and culture as measured by a timed log and check list as maintained by administrators.		Becky Owens	10/13/2017	
4	2/23/16	Principals will continue to use the learning target walkthrough tool developed by district elementary level directors for the purpose of ensuring the alignment of CCSS, IB standards, with the learning targets and success criteria designed by teaching staff. Data collected from the tool will be shared with staff on a monthly basis.		Becky Owens/Janet Gates-Cortez	10/13/2017
<i>Notes:</i> The walk through tool had been revised by the IT department and was in effect for the start of the					

school year. Due to additional revisions of the tool needed, as a regional team, the use was put on hold. A new version of an electronic tool to capture the above will be used at the start of the 2017-18 school year.

Student and School Success **Principal 1** Core Function: Strong leadership Effective Practice: Principal's role

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Initial Assessment:		Principal #1 Title I Components: #1,2,3,and 8 The principals pop into classrooms daily, are visible around the building, and are approachable to address concerns. We are starting to implement a peer coaching and building walk through system for collecting classroom feedback. The building has both an instructional coach and an IB PYP Coordinator to help with co-teaching, coaching, and mentoring to improve instruction in the building. As a building we have a professional development plan in place for moving instruction forward.	Limited Development 11/29/2012		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		By October 2017, each administrator will designate 3 hours a week for learning walks where they will provide written feedback to staff regarding purpose, student engagement, and classroom environment and culture as measured by a timed log and check list as maintained by administrators.		Becky Owens	10/13/2017
<i>Notes:</i> The first sharing will happen by December 2nd.					
4	2/23/16	Principals will continue to use the learning target walkthrough tool developed by district elementary level directors for the purpose of ensuring the alignment of CCSS, IB standards, with the learning targets and success criteria designed by teaching staff. Data collected from the tool will be shared with staff on a monthly basis.			10/13/2017
<i>Notes:</i> The walk through tool had been revised by the IT department and was in effect for the start of the school					

year. Due to additional revisions of the tool needed, as a regional team, the use was put on hold. A new version of an electronic tool to capture the above will be used at the start of the 2017-18 school year.

Student and School Success **Principle 2**: Staff evaluation and professional development Effective Practice: Professional Development

KEY	P2-IF11	Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently McCarver's Professional development is based on the schools needs in both reading and math best practices and teaching strategies that will help us meet the International Baccalaureate's standards. All the IB trainings are based off of feedback from previous trainings. The School Center Decision making team meets and reviews all Professional Development agendas and gives feedback on the staff's needs.	Limited Development 09/26/2013		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		McCarver will assemble an Instructional Leadership Team which will serve as the catalyst for creating a professional development calendar and analyzing student data across grade levels to drive professional development decisions.		Leadership Team	05/25/2018
Action(s)	Created Date		1 of 3 (33%)		
<i>Notes:</i>					
2	10/28/15	The instructional leadership team will meet once a month to review all grade level team reading and mathematics data and strategies that are both being utilized and resources and professional development needed to enhance student achievement.		Leadership Team	03/30/2018
<i>Notes:</i> SCLT meets monthly with principal and will begin to meet in the summer 2017 to help establish the PD calendar for each upcoming school year.					

3	5/29/17	SCLT will meet during the summer to set the calendar for each upcoming school year. The SCDM will approve the PD calendar in August prior to each school year.		Leadership Team	08/24/2018
<i>Notes:</i> Approved PD calendar					

Student and School Success **Principle 2**: Staff evaluation and professional development Effective Practice: Professional Development

KEY	P2-IF12	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have 16 late start days set aside this year for professional development. At the end of IB professional development workshops teachers are encouraged to evaluate the workshop and give suggestions for next steps. School leaders will attend district level trainings in math and literacy. Leaders are expected to train staff on site.	Limited Development 09/26/2013		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		WE will pay staff to add additional time to their day for PD at late starts to develop high quality standards based units of study with an IB focus.		Becky Owens	05/31/2018
Action(s)	Created Date		4 of 10 (40%)		
10	10/26/17	Meet for 30 additional minutes in grade level teams and whole staff to create IB units of standards.		Sheila Haase / Michelle Pigott	06/12/2018
<i>Notes:</i> We assess the units of study every 6 weeks to determine growth through CFAs and effectiveness.					

Student and School Success **Principle 2:** Staff evaluation and professional development Effective Practice: Professional Development

KEY	P2-IF14	The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We monitor the quality of our staff development through staff surveys that measure how well the material was presented and what parts of the training were important to the staff. The surveys also allow staff to give feedback towards next steps in professional development. Instructional coaches and principals gather information on implementation through informal walk-throughs	Limited Development 09/26/2013		
<i>How it will look when fully met:</i>		2017-2018 Increased proficiency on weekly grade level CFAs and SBAC in literacy. 2015-16 school year when planning trainings with the instructional leadership team we will also include look-fors that can be presented to the staff based on the 5D and PYP standards. Principals then will collect data points on implementation that can be reported back to the staff on the level of implementation during staff meetings and professional development activities. Grade level teams have created action plans based on the standards. Information created in these plans will be used to create a rubric that principals will use to: Monitor implementation, report findings to individual staff, to share during whole staff meetings, and to inform professional development activities. 100% of all teams will have and use look for tools, PYP standards, and 5D evaluation tool to measure effectiveness of the work.		Colleen Dietrich	05/25/2018

Action(s)	Created Date		3 of 6 (50%)		
4	9/28/15	Grade level teams will engage in intentional planning with Tom Boyce for the purpose of developing Common Formative Assessments (CFAs) and lesson plan/designs that are directly aligned to IB standards, priority CCSS, and TPS math expressions pacing guides.			05/15/2018
<p><i>Notes:</i> CFAs, corresponding unit tests (pre/post), lesson plans and grade level shared drive</p>					
5	9/28/15	Principal will align current template for PLC reporting to match instructional strategies being taught by math instructional coach.			05/15/2018
<p><i>Notes:</i> Principals will attend one grade level team meeting each month to provide feedback on observations of team interactions, continue strands of implementation across grade-levels, and if needed, setting priority goals designed to go deeper in the work.</p>					
6	10/26/17	Bi monthly PD around literacy practices for intervention and priority standards are developed and taught based on SCLT team decisions around building literacy needs. This will be modeled after videos and demos from all staff in primary and intermediate		Colleen Dietrich	05/01/2018
<p><i>Notes:</i></p>					

Student and School Success **Principle 3:** Expanded time for student learning and teacher collaboration

Effective Practice: Expanded time for student learning and teacher collaboration

	P3-IVD02	The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Principle: #3; Expanded Time For Student Learning and Teacher Collaboration Title I components: #2, #4, and #6. Regular grade level team meetings for planning. Monthly committee meetings where student learning is the goal of the meeting. Professional Development, twice monthly, designed to increase literacy and math strategies for student achievement. Late starts, bi-monthly, are held to develop IB units of study at grade levels for the Plan of Inquiry. Weekly grade level Professional Learning Communities for literacy collaboration. Parents attend Sunrise Readers with students. We had parent information nights on IB PYP and how it will improve student learning. We are working in cooperation with the Tacoma Housing Authority on parenting classes. Our instructional coach meets regularly with our Ameri-Corps Volunteers from Peace Community Center on small group reading strategies and checking in on student process. In our partnerships with UPS and UW Tacoma teachers meet with university representatives to set up educational experiences to enhance student learning and encourage collage preparedness of our students.</p>		<p>Limited Development 12/17/2012</p>		
	<p>Priority Score: 3 Opportunity Score: 1</p>		<p>Index Score: 3</p>		
<i>How it will look when fully met:</i>	<p>Parent Involvement, Cultural Competency, School Centered Decision Making, and Safety committees will</p>			<p>Becky Owens</p>	<p>05/15/2018</p>

		have a parent representative to participate in committee discussions and school wide decisions by March 1, 2013 as measured by attendance at committee meetings.			
Action(s)	Created Date		2 of 4 (50%)		
<i>Notes:</i>					
3	2/25/16	Leadership team will construct a parent survey for the purpose of soliciting parent feedback regarding classroom curriculum, IB units of study, PBIS, homework practices, and other elements to the learning process at McCarver Elementary		Leadership Team	06/15/2018
<i>Notes:</i> Parent Survey results Family and committee minutes					
4	10/26/17	Each teacher may select a group to meet for ELO in reading or math for before or after school. Teachers will be paid either at scholars or for afterschool solo program. Pay a staff member to oversee afterschool and morning program.		Rachel King	05/06/2018
<i>Notes:</i>					

Student and School Success **Principle 3**: Expanded time for student learning and teacher collaboration

Effective Practice: Expanded time for student learning and teacher collaboration

!	KEY	P3-IVD05	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			3rd Grade MSP after-school support Mon-Thursday throughout the school year. Intermural funds used for before and afterschool for arts and math enrichment	Limited Development 09/26/2013		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Yearly, McCarver will have extended learning opportunities available to students. The program will be developed by and monitored by staff for the purpose of providing support to students in helping them meet standards in literacy as measured against CCSS. Pre/post I-Ready and DRA2 for reading and I-Ready and common assessments for math results will be used to measure student growth.		Lori Goodrich	06/19/2017
Action(s)		Created Date		4 of 6 (67%)		
6	10/26/17	purchase of computers to be used for afterschool use of iready mastery and iready intervention			Becky Owens	05/01/2018
<i>Notes:</i>						

Student and School Success Principle 4: Rigorous, aligned instruction
Effective Practice : Engaging teachers in aligning instruction with standards and benchmarks

P4-IIA02		Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2013-14 school year teachers met to plan out 6 Transdisciplinary units as part of our planning to become an IB PYP world school. In planning these units we used the standards as a resource to align our curriculum from grades K-5 so that students are getting unique learning experiences at each grade level. Teachers also have received training in writing learning targets and success criteria. Most teachers in the building post their learning target and success criteria for students to reference throughout the lesson and/or the day.	Limited Development 05/19/2014		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		During the 2017-18 school year teachers will use the grade level curriculum overview planner to map out exactly which standards from the CCSS, NGSS, and state standards will be taught in each of their 6 Transdisciplinary Units and outside of the units.		Leadership Team	12/15/2017
Action(s)	Created Date		2 of 3 (67%)		
3	6/9/15	By January 2018, McCarver staff will create a fluid mapping system inclusive of the connections made between CCSS and IB PYP standards and units of study. This mapping will be aligned with standards based instructional practices.		Leadership Team	12/15/2017
<i>Notes:</i> Evidence of mapping system created by staff					

Student and School Success **Principle 4:** Rigorous, aligned instruction
 Effective Practice : Expecting and monitoring sound homework practices and communication with parents

P4-IIIIB06		All teachers systematically report to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding).(3076)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently our school uses the standards based report card that the district has aligned to the standards reporting to teachers 3 times a year. At both the winter and spring reporting periods teachers meet and conference with parents in a 2 way dialog around how the student is doing in meeting the standards on the report card.	Limited Development 05/19/2014		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		As part of our buildings assessment policy we will be designing a report card supplement to the district standards based report card. By February of 2015 our instructional leadership team will have completed a comprehensive review of the district standards based report card and developed a parent friendly supplement to communicate student progress to parents.	Objective Met 10/28/17	Becky Owens	02/15/2017
<i>Action(s)</i>	<i>Created Date</i>				
4	10/28/17	Parents will meet at school every September to communicate current progress on school goals around SBAC and to create and review compact	Complete 09/28/2017	Rachel King	10/11/2017

Student and School Success Principle 5: Use of data for school improvement and instruction
Effective Practice: Assessing student learning frequently with standards-based assessments

	P5-IID07	The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	There is a current plan in place for transition for students from preschool to kindergarten with our Family Support Specialist and our Title I program. We are beginning the process of developing a transition plan for this year's 5th grade students to Middle school. PLC teams work directly to prepare students for their transition between grade levels to be competent in Grade-Level expectations that will allow all students to be successful.	Limited Development 04/24/2014			
<i>How it will look when fully met:</i>	It is the intent of the McCarver community to provide a fluid transition for all students. This includes grade to grade as well as our preschoolers to kindergarten and our 5th graders to 6th grade at their perspective feeder middle schools.		Becky Owens	06/01/2017	
Action(s)	Created Date		4 of 5 (80%)		
5	10/28/17	Staff will review DRA, CFA and iReady data at 6 week intervals to assess progress of students in intervention programs and create new groupings and exit students out when possible.		Becky Owens	05/31/2018

Student and School Success Principle 5: Use of data for school improvement and instruction
Effective Practice: Assessing student learning frequently with standards-based assessments

!	KEY	P5-IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teams meet to periodically to examine data for the purpose of grouping students and plan curriculum. Some instructional teams group students based upon foundational academic strengths and weaknesses.	Limited Development 09/26/2013		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			17- 18 school year a structure created with planning time and late starts to make time for job embedded review of units of study and progress towards common formative assessments. Ongoing review of student data will take place in this format weekly and for intervention at 6 week intervals. During the 2016-17 school, the staff have a structure and system built into place for reviewing curriculum and lesson designs' strengths and weaknesses. Weekly common planning and monthly grade level and data team meetings build in time for reviewing student work and diving deep into what is needed to move student academic achievement forward. This includes a review of the curriculum as it connects to standards and key concepts, student misconceptions and supplemental curriculum. The objective will be fully met when the teams have developed a practice and routine for reviewing student data, curriculum used/needed and adapt their lesson design to meet the needs of students. By the end of October 2013, McCarver grade level teams will begin meeting twice a month using the agenda framework to discuss common assessments and plan appropriate lessons.		Becky Owens	06/16/2017

		Teams will submit agenda notes and action plans at the end of each meeting.			
Action(s)	Created Date		2 of 4 (50%)		
4	10/26/16	Grade level teams will meet weekly to make any adaptations to curriculum and instructional strategies in their lesson plans, complete cfas and assess units of study for IB.		Becky Owens	07/11/2018
		<p><i>Notes:</i> Evidence of curriculum adaptations and instructional shifts will be in the teachers' lesson plans.</p> <p>IB will be part of this discussion which should be reviewed by full team to determine if units of study are consistent amongst team and revised yearly based on results.</p>			

Student and School Success Principle 5: Use of data for school improvement and instruction
Effective Practice: Assessing student learning frequently with standards-based assessments

!	P5-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).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	At McCarver teachers meet in grade level PLCs for the purpose of planning instruction, reviewing data, and communicating about other classroom instructional topics. As part of our work around data each teacher has a data board with common agreed upon assessment check points which they bring to the grade level PLCs to discuss and track student growth for the purpose of planning instruction. In McCarver's curriculum work we have planned 6 Transdisciplinary units at each grade level and specialist are using the planner to design instruction for specific skills outside of the classroom. These planners outline both the formative and summative assessments used to measure student progress for the purpose of designing instruction. Pre-test are used with some instructional areas.	Limited Development 05/20/2014			
<i>How it will look when fully met:</i>	During the 2014-15 school year teachers will design and use pre-test as part of tracking student growth data on their data boards in order to design differentiated instruction for all students.		Leadership Team	10/31/2017	
<i>Action(s)</i>	<i>Created Date</i>		1 of 3 (33%)		

2	5/20/14	As part of reviewing the CCSS, NGSS, and our curriculum at grade level PLCs on late start mornings teachers will identify key standards to design pre and post-tests for.		Leadership Team	10/31/2017
<p><i>Notes:</i> By identifying key standards to track we can communicate these standards and student's progress on these standards to parents without overwhelming them. This will also allow teacher to focus on the most important instructional areas for their students.</p>					
3	2/25/16	Grade level teams will meet once a month and submit PLC meeting agendas/minutes that focus on data collection and sharing for the purpose of setting individual student and grade level growth goals in reading and mathematics.		Janet Gates-Cortez	10/31/2017
<p><i>Notes:</i> School calendar set for once a month on Wednesdays, 7:30-8:15 a.m. for staff to meet as grade level teams and, separately, data teams, to review student growth data for the purpose of instructional strategies and re-teaching/pre-teaching.</p>					

Student and School Success Principle 5: Use of data for school improvement and instruction
Effective Practice: Assessing student learning frequently with standards-based assessments

KEY	P5-IID12	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)	Implementation Status		Assigned To	Target Date
<i>Initial Assessment:</i>		17-18 school year we meet weekly to look at common formative assessments in job embedded PLC time. 16-16Currently we use data building wide to assess and group our students for intervention purposes. As the standards change the staff is planning and aligning our PYP units to the CCSS and the next generation science standards so that we can teach and assess students on the current standards.	Limited Development	10/09/2013		
<i>How it will look when fully met:</i>		During the 2013-2014 school year, staff will develop and use a system of collecting data based upon classroom assessment for the purpose of informing/guiding instructional practices. The leadership team will provide professional development to help teaching staff interpret reading and math data.			Becky Owens	03/15/2018
<i>Action(s)</i>	<i>Created Date</i>		3 of 4 (75%)			
5	5/28/17	Teachers will independently write smart goals around priority standards. All teachers will be engaged in this work at weekly PLC/Data Team meetings			Becky Owens	06/01/2018
<i>Notes:</i>						

Student and School Success **Principle 6: Safety, discipline, and social, emotional, and physical health**
 Effective Practice: School and classroom culture

	KEY	P6-IIIC13	All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Principal #6 Title I Components: #2 and #4 Currently we have been working hard on promoting positive behavior through our newly implemented self-manager program. This program supports students making wise decisions in monitoring their own behavior in the classroom and around the school. This program has been adapted in different ways in different classrooms. In math we have district pacing guides to help teachers make consistent decisions on what students are learning. Within the Daily 5 framework teachers have been building classroom routines for independent learning by building reading stamina. This school year and next school year we are writing Transdisciplinary units as part of the International Baccalaureate certification process. These units will work to provide consistency in curricular pacing in all classrooms at a grade level. We are renewing commitment to posting daily learning targets tied to the daily lesson and using exit slips to ensure students are mastering skills taught. We have a training planned for January 2013 on enriching classroom environments.	Limited Development 12/17/2012		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			2016-17 school year- All staff will implement every TWCI initiative in shared agreements including zones, class meeting and teaching schoolwide routines, to be measured by walkthrough data from SET/TWCI. By spring of 2017, McCarver will score 2/2 in the area of Expectations Taught. By June 2014, student's perception		Becky Owens	11/30/2017

		of opportunity to learn in a supportive learning environment will show improvement as measured by pre and post student perception surveys.			
Action(s)	Created Date		4 of 7 (57%)		
5	10/26/16	Teachers will add zones and class meeting to their daily practice to use self-regulation in real time and regular practice.	Complete 12/15/2016	Becky Owens	11/30/2017

Student and School Success **Principle 6: Safety, discipline, and social, emotional, and physical health**
 Effective Practice: School and classroom culture

KEY	P6-IIIC16	The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Move model to 2 Counselors Create Reset Room Create new Alternative recess Change from punishment model to learning discipline model Mindfulness All school assembly Alternative recess	Limited Development 09/26/2013		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		2017-18 Decrease total numbers of student suspension by 75% at monthly intervals. In the 2014-2015 school year, McCarver staff will work to promote and sustain a safe learning environment and a culture of learning that is supportive and inclusive of all students.		Leadership Team	05/15/2018
Action(s)	Created Date		3 of 4 (75%)		
4	2/25/16	The Whole Child Initiative (TWCI) team will continue to monitor referral data and PBIS school-wide expectation effectiveness.		TWCI Team	10/31/2017
<i>Notes:</i> SET results TWCI minutes CEE survey Discipline data					

Student and School Success **Principle 7**: Family and community engagement
 Effective Practice: Defining the purpose, policies, and practices of a school community

	KEY	P7-IVA01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			McCarver will enlist parent representative for all site based decision making bodies to give feedback on school issues and initiatives and inform school on how to increase parent involvement at McCarver.	Limited Development 09/26/2013		
<i>How it will look when fully met:</i>			At McCarver Elementary, there will be a parent representative serving on the SCDM, Parent Involvement Committee, Safety Committee, and Instructional Leadership team.	Objective Met 10/28/17	Leadership Team	03/08/2018
<i>Action(s)</i>		<i>Created Date</i>				
!	KEY	P7-IVA02	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school's handbook has been updated and will continue to be updated from year to year. Staff, parents and community will continue to be informed in changes/amendments to TPS	Limited Development 09/26/2013		

	<p>school board policies. The school's mission and vision is currently being revised to meet IB standards based on feedback that was provided via the IB governing body in June.</p>			
<p><i>How it will look when fully met:</i></p>	<p>During the 2016-17 school year, the annual Title 1 parent meeting will focus on input from parents, staff, students and administration after review of the Parent compact. The current Student and Staff handbook have the Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines and Classroom Visit Procedures. These were distributed to staff at the August staff retreat and to parents and students at the Back to School night. This objective will be met when the handbook contains updated versions of the above and it is referenced by students, parents and staff as needed. The school's handbook will reflect the mission and vision of the school that reflect global integration of learning as required by the IB PYP program.</p>		<p>Leadership Team</p>	<p>10/31/2017</p>

Student and School Success Principle 7: Family and community engagement
Effective Practice: Defining the purpose, policies, and practices of a school community

	KEY	P7-IVA04	The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Need to review and revise school's compact and parent involvement policy to be distributed at October Title I/Parent Involvement Night Parents that miss information night will receive compact and policy at parent/teacher conferences.	Limited Development 09/26/2013		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			In October 2014, McCarver school will create and distribute a school compact that includes strategies of how families can support their student's learning in the home environment.	Objective Met 10/28/17	Leadership Team	09/29/2017
3	2/25/16	School compact will be updated to include the new McCarver PBIS SOAR school wide expectations for the purpose of parents being aware of expected student behaviors in all sectors of the learning environment.		Complete 09/30/2017	Leadership Team	09/29/2017
			<i>Notes:</i> Team will work on the school compact by the start of the school year to update it and include it in the school handbook.			