

School Improvement Plan

School Year: **2017-2018**
 School: **Carney Academy**
 Principal: **Karen Treadup**

Section 1. Set goals aligned to the AIP

1. *By EOY, Carney Academy will realize at least a 40% reduction in students Not Meeting or Exceeding Expectations ELA and Math for grades K-5.*
2. *BY EOY, Carney Academy will see at least 10% of students who are Not Meeting Expectations move to Partially Meeting Expectations in ELA and Math.*
3. *By EOY, Carney Academy will see at least 10% of students Meeting Expectations move to Exceeding Expectations in ELA and Math.*

		SY16-17 (Historical)			SY17-18 (Goals)		
		# of students Not Meeting or Exceeding Expectations	# of students Not Meeting Expectations	# of students Meeting Expectations	# of students Not Meeting or Exceeding Expectations	# of students moving from Not Meeting to Partially Meeting Expectations	# of students moving from Meeting to Exceeding Expectations
MCAS 2.0 Data ~ Grade 3-4-5							
ELA	239 out of 382 Gr. 3-4-5 students (63%)	75 Gr. 3-4-5 students (20%)	133 Gr. 3-4-5 students (35%)	140 Gr. 3-4-5 students	10 Gr. 3-4-5 students	14 Gr. 3-4-5 students	
Math	236 out of 382 Gr. 3-4-5 students (62%)	68 Gr. 3-4-5 students (18%)	125 Gr. 3-4-5 students	144 Gr. 3-4-5 students	10 Gr.3-4-5 students	15 Gr. 3-4-5 students	

		BOY 17-18 (Historical)			EOY 17-18 (Goals)		
		# of students Not Meeting or Exceeding Expectations	# of students Not Meeting Expectations	# of students Meeting Expectations	# of students Not Meeting or Exceeding Expectations	# of students moving from Not Meeting to Partially Meeting Expectations	# of students moving from Meeting to Exceeding Expectations
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 86 Grade 3 – 68 Grade 4 – 78 Grade 5 - 52	Grade 2 – 0 Grade 3 – 18 Grade 4 – 16 Grade 5 – 3	Grade 2 – 26 Grade 3 – 33 Grade 4 – 58 Grade 5 – 43	Grade 2 – 51 Grade 3 – 40 Grade 4 – 46 Grade 5 – 31	Grade 2 – 0 Grade 3 – 2 Grade 4 – 2 Grade 5 – 1	Grade 2 – 11 Grade 3 – 4 Grade 4 – 6 Grade 5 – 4	
Math	Grade 2 – 84 Grade 3 – 58 Grade 4 – 98 Grade 5 - 61	Grade 2 – 17 Grade 3 – 4 Grade 4 – 11 Grade 5 – 4	Grade 2 – 26 Grade 3 – 34 Grade 4 – 39 Grade 5 – 32	Grade 2 – 50 Grade 3 – 34 Grade 4 – 58 Grade 5 – 35	Grade 2 – 2 Grade 3 – 1 Grade 4 – 2 Grade 5 – 1	Grade 2 – 2 Grade 3 – 4 Grade 4 – 6 Grade 5 – 4	

		BOY 17-18 (Historical)			EOY 17-18 (Goals)		
		# of students Not Meeting or Exceeding Expectations	# of students Not Meeting Expectations	# of students Meeting Expectations	# of students Not Meeting or Exceeding Expectations	# of students moving from Not Meeting to Partially Meeting Expectations	# of students moving from Meeting to Exceeding Expectations
DIBELS Data ~ Grade K-1-2							
DIBELS Composite Score	Grade K – 41	Grade K – 26	Grade K – 11	Grade K – 24	Grade K – 3	Grade K – 2	
	Grade 1 – 39	Grade 1 – 22	Grade 1 – 25	Grade 1 – 19	Grade 1 – 3	Grade 1 – 3	
	Grade 2 – 35	Grade 2 – 24	Grade 2 – 31	Grade 2 – 21	Grade 2 – 3	Grade 2 – 3	

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

2017 MCAS 2.0 Data: ELA

According to the data from the Spring 2017 ELA MCAS 2.0 assessment, Carney Academy ranks in the 31st Achievement Percentile in ELA, ranking us 6th when compared to the other elementary schools in the district. 37% of grade 3-4-5 students are meeting or exceeding expectations as compared to 28% of students in the district and 49% of students in the state. The overall median student growth is measured at 41 compared to the median student growth of 50 for the state.

When further disaggregated, the data indicates that results vary by grade level. The fourth grade ranks in the 54th Achievement Percentile, making grade 4 students the highest performing at Carney Academy with 47% meeting or exceeding expectations. Grade 3 is in the 36th Achievement Percentile with 40% of students meeting or exceeding expectations. Grade 5 students' performance is significantly lower than grades 3 and 4. Grade 5 ranks in the 13th Achievement Percentile with only 24% of students meeting or exceeding expectations. Within grade levels the student performance also varies across teachers. The results indicate that six out of sixteen teachers have 50% or more of their students who meet or exceed expectations.

Overall DIBELS data remained flat from EOY 2016 to EOY 2017 with 77% proficient.

- Kindergarten students gained 26 percentage points between BOY and EOY (54-73-80). This is equivalent to the 2015-16 EOY K proficiency of 79%.
- Grade 1 students declined 5 percentage points between BOY and EOY (75-72-70). This was a significant decline from the 2015-2016 Grade 1 EOY proficiency level at 81%
- Grade 2 students (72-80-82) increased 12 percentage points from BOY to EOY. This is a significant increase from EOY 2016 which showed 71% proficiency.

ELA EOY STAR Data:

- Grade 2 increased the number of students meeting or exceeding grade level standards (Levels

4/5) on the STAR ELA from 33% at BOY to 35% at EOY.

- Grade 3 increased the number of students meeting or exceeding grade level standards (Levels 4/5) on the STAR ELA from 20% at BOY to 32% at EOY. The number of students who did not meet grade level standards (Level 1) on the STAR ELA, decreased by 9% (21% at BOY to 12% at BOY).
- Grade 4 increased the number of students meeting or exceeding grade level standards (Level 4/5) on the STAR ELA from 45% at BOY to 53% at EOY. Four out of the five teachers had median student growths of over 70
- Grade 5 increased the number of students meeting or exceeding grade level standards (Levels 4/5) on the STAR ELA from 31% at BOY to 47% at EOY.

The STAR scaled scores of all grades 2-5 increased by more than 100 points from BOY to EOY.

2017 MCAS 2.0 Data: MATH

According to the data from the Spring 2017 MATH MCAS 2.0 assessment, Carney Academy ranks in the 40th Achievement Percentile in MATH, ranking us 7th when compared to the other elementary schools in the district. 38% of grade 3-4-5 students are meeting or exceeding expectations as compared to 29% of students in the district and 48% of students in the state. The overall median student growth is measured at 46 compared to the median student growth of 50 for the state.

When further disaggregated, the data indicates that results vary by grade level. The fourth grade ranks in the 60th Achievement Percentile, making grade 4 students the highest performing at Carney Academy with 47% meeting or exceeding expectations. Grades 3 and 5 scores are significantly lower than Grade 4. Grade 3 is in the 38th Achievement Percentile with 36% of students meeting or exceeding expectations. Grade 5 ranks in the 25th Achievement Percentile with 31% of students meeting or exceeding expectations. As in ELA the student performance also varies by teacher. The results indicate that six out of sixteen teachers have 50% or more of their students who meet or exceed expectations.

MATH EOY STAR Data:

More promising results are noted in Math than ELA.

- Grade 2 increased the percent of students meeting or exceeding grade level expectations from 22% to 41% from BOY and EOY.
- Grade 3 increased the percent of students meeting or exceeding grade level standards 21% to 50% from BOY to EOY
- Grade 4 increased the percent of students meeting or exceeding grade level expectations from 21% to 58%.
- Grade 5 increased the percent of students meeting or exceeding grade level standards from 17% to 31%.

The STAR scaled scores of all grades 2-5 increased by 100 or more points from BOY to EOY.

ACCESS data indicates that out of 87 identified ELL students 3% of the students declined one proficiency level, 37% remained at the same proficiency level, 40% increased by 1 proficiency level,

16% increased by 2 proficiency levels and 1% increased 3 proficiency levels. Based on the ACCESS results, twenty of the ELL students will exit the program

Additionally, of the 26 Kindergarten students that were assessed, 11 students were identified as proficiency level 1, 11 students were identified as level 2 and 4 students were identified as level 3.

Behavioral Data:

Throughout the duration of the 16-17 school year, 210 conduct cards were issued for 89 students in Kindergarten through Grade 5. Additionally, 31 students were suspended for a total of 69 days. Five students were referred to youth court for behavioral issues and two habitual school offender petitions were filed.

Attendance Data:

The yearly average attendance rate for students in Kindergarten through grade 5 was 93%. Grade 4 students had the best attendance with an average of 96.2%. Kindergarten had the lowest average attendance at 89%. Pre-school is not included in this total. The average PK attendance was only 71%. Forty-seven students had perfect attendance and an additional 53 only missed one day of school. Conversely, there were 110 students who were absent 20 days or more which equates to a month of school.

Panorama Survey Data:

According to the Spring 2017 survey conducted, 210 families, 340 students and 31 staff members responded. 75% of families think the NBPS schools have improved compared to 65% in 2016.

95% of Carney families feel welcomed at the school, 88% feel comfortable sharing concerns with the Carney administration and 86% feel that the climate at Carney is conducive to learning.

Only 49% of families responded favorably to questions focused on parent engagement. 77% of families feel they are an important part of improving the school, yet only 29% indicate they had visited the school and only 9% indicate they have helped out at the school.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Questions to consider include:

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

According to STAR EOY data, grades 2-5 showed overall growth in both ELA and Math.

Preliminary MCAS ELA data indicates that only 43% of available points were earned by all grade level 3-4-5 students in the area of writing, with the grade 3 students earning only 37% of available points.

Preliminary MCAS data also indicates that only 42% of possible points were earned in Math constructed response across grade levels. As a result, writing across all content areas will be a school wide focus.

In addition to writing, Grade 3 students scored lowest on questions involving integration of knowledge and Grade 4 scored lowest on questions involving key ideas and details.

Math data indicates that questions involving fractions posed difficulty to all grade levels. Grade 3 and 4 students also had difficulty with operations and algebraic thinking.

Initiative 1: ELA



Team Members: Karen Treadup, Jennifer Medeiros, Cristina Noel-Motta, Stacy Sullivan, SILT Members

Final Outcomes:

Data from STAR and DIBELS assessments will indicate a 40% reduction in the number of students not meeting grade level standards on EOY as compared to BOY

Teacher Practice Goals:

- By EOY, data collected will demonstrate that teachers at Carney Academy are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions)

Student Learning Goals:

- By EOY, there will be at least a 40% reduction in the number of students not “Proficient” or “Advanced” in Reading/ELA on STAR and/or grades K-2 in DIBELS
- By EOY, there will be a 10% decrease in the number of students who are in the “Warning” performance level and a 10% increase in the number of students who are in “Advanced” performance level in the STAR and/or DIBELS assessments.

What this means for teachers:

- Carney Academy teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
- Carney Academy teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” “you do”)
- Carney Academy teachers will have continued PD opportunities, aligned to the district and school’s focused literacy goals throughout the school year
- Carney Academy teachers will be observed and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides

What this means for building leadership:

- Carney Academy Leadership will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- Carney Academy Leadership will guide their SILTs and grade level teams in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- Carney Academy Leadership will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the focus
- Carney Academy Leadership will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

Key Milestones:

Nov. 1:

- One ELA focused observation completed on each teacher
- PD provided in various ELA

Feb. 1:

- At least one additional ELA focused observation has been completed on

May 1:

- Continue all initiatives and Professional Development as needed

<p>topics, including the revised 2017 standards, narrative writing, and argumentative writing, and formative assessments</p> <ul style="list-style-type: none"> ➤ LASW – at least one cycle completed for narrative writing ➤ ELL Strategies incorporated into ELA lessons in all classrooms ➤ MCAS 2.0 data analyzed for trends, strengths and weaknesses. ➤ STAR BOY and progress monitoring assessment data analyzed. Priority standards identified. ➤ DIBELs BOY and progress monitoring data analyzed. Key focus areas identified ➤ RTI established at each grade level. Flexible groups formulated based on data. ➤ Data cycles of assess, analyze, reteach, assess completed for priority standards identified 	<p>each teacher</p> <ul style="list-style-type: none"> ➤ Continue PD provided in various ELA topics, including the revised 2017 standards, narrative writing, and argumentative writing, and formative assessments ➤ LASW – at least one cycle completed for argumentative writing ➤ STAR MOY and progress monitoring assessment data analyzed. Priority standards identified. ➤ DIBELs MOY and progress monitoring data analyzed. Key focus areas identified ➤ RTI established at each grade level. Flexible groups formulated based on data. ➤ Data cycles of assess, analyze, reteach, assess completed for priority standards identified 	<p>and as stated for the November 1st, and February 1st milestones</p> <ul style="list-style-type: none"> ➤ Collect and analyze STAR ELA EOY data.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development – revised ELA standards, Units of Study, Writing Standards	→									
Use STAR Reading Benchmarks, Progress Monitoring, and CCRS tests to monitor student progress in literacy.		→			→		→			
Utilize DIBELS to progress monitor oral reading fluency.		→			→		→			
Utilize student data binders for students to set goals and track their own progress on CCRS, STAR, and DIBELS		→								
Create flexible homogeneous groupings based on data to target individual student needs. Progress monitors and adjusts groups as needed.		→								
Incorporate SEI strategies into daily instruction for reading and writing.		→								
Incorporate vertical team planning into administrative prep periods (1x per trimester)		→			→		→			
Unpack common core writing standards and create mini lessons and criteria checklists based upon the skills needed to master the standard.	→									
Focus on monthly writing prompt during “Looking At Student Writing” to determine strengths, weaknesses and trends. Plan/adjust instruction based upon the data.			→							
Establish a collaboration cycle to present data on specific standards, look at student work and discuss best practices/suggestions for improvement.		→								
School Wide Read and Author Study Initiative – 3 books per year		→			→		→			
Focus on quality of feedback from teacher to student		→								
Integration of formative assessments across content areas		→								
Complete minimum of 1 ELA focused observation per trimester per teacher		→			→		→			

Initiative 2: Math



Team Members: Karen Treadup, Jennifer Medeiros, Cristina Noel-Motta, Stacy Sullivan, SILT Members

Final Outcomes:

Data from STAR assessments will indicate a 40% reduction in the number of students not meeting grade level standards on EOY as compared to BOY.

Teacher Practice Goals

- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.

Student Learning Goals

- By EOY there will be at least a 40% reduction in students in Levels 1, 2, and 3 on the STAR assessment.
- By EOY there will be at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5 on the STAR assessment

What this means for teachers:

- Carney Academy teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Carney Academy teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Carney Academy teachers will use administrative directed time to analyze data and to design more complex tasks for students to apply their learning.

What this means for building leadership:

- Carney Academy leadership will be expected to provide feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis. They will also support teachers in developing intervention plans based on data.
- Carney Academy teachers will have clear expectations surrounding the Math Curriculum to be used to focus student learning expectations in their classrooms.

Key Milestones:

Nov. 1:

- One Math focused observation completed on each teacher
- Continue to offer conceptual mathematical PD opportunities on an ongoing basis to teachers.
- Offer PD for Math RtI.
- Develop and implement inquiry based activities for grades K-5 that align with the 2017 revised math standards.
- MCAS 2.0 Data Collection and Review.
- Elementary enVisions Topic

Feb. 1:

- At least one additional Math focused observation completed on each teacher
- Continue PD for conceptual math opportunities teachers.
- Continue to offer PD for Math RtI.
- Continue to develop and implement inquiry based activities for grades K-5 that align with the units study.

May 1:

- Continue all initiatives and Professional Development as needed and as stated for the November 1st, and February 1st milestones.
- Collect and analyze STAR Math EOY data.

<p>Assessment data analyzed.</p> <ul style="list-style-type: none"> ➤ Collect and analyze STAR Math BOY and progress monitoring data. ➤ Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. 	<ul style="list-style-type: none"> ➤ Continue to analyze enVisions topic assessment data ➤ Analyze STAR MOY and progress monitoring data. ➤ Continue to use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. 	
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Use STAR Math Benchmarks, Progress Monitoring, and performance assessments to monitor student progress in math.	→									
Track student progress through the administration of topic pre/post tests and performance assessments.	→									
Incorporate vertical team planning into administrative prep periods (1x per trimester)	→		→			→		→		
Communicate math problem solving as a school-wide priority. Utilize graphic organizers when solving problems - KSNA	→									
Incorporate manipulatives (i.e. fraction bars, base ten materials), mental math, basic fact strategies, and problem solving strategies into math lessons during a 90 minute math block.	→									
Use Math journals at all grade levels (2-5) to record math vocabulary and problem solving strategies	→									
Utilize student data binders for students to set goals and track their own progress on topic assessments and STAR	→									
Create flexible homogeneous groupings based on data to target individual student needs. Progress monitor and adjust groups as needed.	→									
Complete minimum of 1 Math focused observation per trimester per teacher	→		→			→		→		
Integration of writing into math	→									
Establish a collaboration cycle to present data on specific standards, look at student work and discuss best practices/suggestions for improvement and complex tasks for students to apply their learning	→									
Integration of formative assessments across content areas	→									

Initiative 3: SEL (Social Emotional Learning)



Team Members: Karen Treadup, Jennifer Medeiros, Cristina Noel-Motta, Heather Macedo, Cheri Riggs, Ann Marie Dufresne, Matthew Grenon, Peter Larkin, Nayla Bouramia

Final Outcomes:

By EOY:

- There will be evidence of implementation of a PBIS system and Social Thinking curriculum; as well as evidence of a decrease in the number of tier 3 students, decrease in behavioral incidents and increase student time on learning.
- Data will show that students who were referred to the BBST process showed marked improvement in overall academic, behavioral, and/or social/emotional functioning.
- An ESL Action Plan to support academic achievement, English language development, and socio-emotional needs of all English Learners will be developed.

Teacher Practice Goals

- Carney Academy teachers will support and implement positive behavioral supports through the PBIS system
- Carney Academy teachers will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- Carney Academy school adjustment counselors will develop lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- Both teachers and counselors will explore ideas on how to support students using tools effectively across environments.
- Carney Academy teachers will provide students who are brought through the BBST process with interventions to promote an increase in student achievement and decrease in student behavioral incidents.
- ESL teachers will develop an Individualized English Learner (EL) Learning Plan based on each student's academic, socio-emotional, and English language development needs.

Student Learning Goals

- Student problem behaviors will decrease which will improve student engagement and academic performance
- Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness.
- Students will participate in recommended interventions as prescribed by the BBST team.
- Students will increase at least one English proficiency level by the end of the year.

What this means for teachers:

- Teachers and school teams will establish positive expectations for student behaviors, and strategies to promote positive academic behaviors, which maximize learning time and enhance students' learning environments.
- The PBIS team will work to establish positive student support systems and look at data to drive continued school based action plans, professional development, and systems analysis.
- School adjustment counselors will be provided with training in The Zones of Regulation and Social Thinking methodology
- General education, special education, and related service staff will work with BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented; data will be collected and reviewed at specified intervals.

- Content Area Teachers and ESL teachers will strive for deeper connections between their content curriculum focusing on literacy and English language development utilizing SEI strategies and academic vocabulary to increase students English language proficiency and academic achievement.

What this means for building leadership:

- Building leadership team will play an essential role in looking at and evaluating the effectiveness of the ongoing positive supportive systems and working towards the decrease of at-risk discipline metrics that impact time on learning.
- Building leadership will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Building leadership will work with school counselors to develop monthly PD opportunities for staff regarding specific targeted Social Thinking concepts.
- Building leadership will model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to Social Thinking and Zones of Regulation.
- Building leadership will participate in the BBST process at least quarterly and ensure that the process is being followed as indicated in the BBST Guidelines. Building leadership is further expected to monitor interventions being provided to ensure that all interventions are being carried out as prescribed.
- Building Leadership must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing.
- Building leadership will increase times where TLS, content teachers, and ESL teachers have common planning or collaboration meetings to correlate standards and curriculum units.
- Building leadership is responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

Key Milestones:

Nov. 1:

- PBIS team has attended PBIS trainings and have produced their draft Matrix
- Carney Academy SACs have received PD regarding Social Thinking overview and received program resources.
- SACs and teachers have started to implement Social Thinking and Zones of Regulation curriculum and common language.
- Professional development regarding the BBST process has been provided for teachers.
- BBST has met to discuss and determine academic and/or behavioral supports for at-risk students
- ESL teachers and building leadership have reviewed and prioritized EL students' needs based on academic and

Feb. 1:

- Students have shown an increase in positive actions.
- Social Thinking and Zones of Regulation curriculum has been implemented.
- School adjustment counselors have provided teachers with professional development in three Social Thinking concepts.
- BBST has determined appropriate supports for students resulting in a decreased number of special education referrals.
- ESL Learning Walk data will show the progress of targeted "students at risk"

May 1:

- Behavioral incidents such as conduct cards and suspensions have decreased
- Social Thinking methodology and six concepts are fully implemented.
- Tier 2 and Tier 3 students demonstrates social emotional and behavioral growth.
- The number of special education referrals and retentions have decreased from previous school year
- Review of ACCESS data indicates increase in proficiency levels of EL students

<p>language data results.</p> <ul style="list-style-type: none">➤ At least one ESL focused learning walk has been conducted to identify EL “students at risk” and to draft an ESL Action plan		
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Incorporate "Mindfulness" into the daily morning routine and health/physical education curriculum.		▶								
Provide services to ELL students and SPED students to provide them with access to the curriculum.		▶								
Provide Safety Care Training /CPI to staff who work directly with the ASD population		▶								
Celebrate diversity through student created projects, assemblies focusing on a theme per month		▶								
Implement Social Thinking and Zones of Regulation curriculum in K-5 classrooms		▶								
Participate in the "Breakfast in the Classroom" Program		▶								
Develop a behavioral system that focuses on positive behaviors. (PBIS)		▶								
Schedule a "graduation walk" where former Carney and other students who will be graduating from NBHS process through the halls of Carney Academy.									▶	
Follow the BBST protocol to provide interventions and supports for students who are struggling		▶								

Initiative 4: Parent and Community Outreach



Team Members: Karen Treadup, Jennifer Medeiros, Cristina Noel-Motta, Heather Macedo, SILT members,

Final Outcomes:

By EOY,

- Carney Academy will have evidence of diversified parent and family engagement activities
- Carney Academy will maintain updated webpages, calendars and general communication with the school's community
- Carney Academy will assess survey data and develop an action plan on how to address the needs identified through the survey

Teacher Practice Goals

- Carney Academy teachers will support and positively impact family engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children's academic lives.

Student Learning Goals

- Increased family engagement, and diversifying the family engagement activities will create an atmosphere in which students, parents and the school are aligned and working together to support students full academic potential.

What this means for teachers:










- Carney Academy teachers will actively keep track and document the families and parents they engage with regarding their students.
- Carney Academy teachers will continually create a welcoming classroom and keep open lines of communication with their parents.
- Carney Academy teachers will meet in various teams to review survey data, process major findings and build out next steps to be included in the school's SIP.
- Carney Academy teachers will take a renewed focus on the importance of building student relationships with the goal of making students feel connected to them as individual teachers and the school as whole.
- Carney Academy teachers will leverage the relationships with students to accelerate student learning.

What this means for building leadership:

- Carney Academy leadership will work to actively involve parents and the community in the school.
- Carney Academy leadership and family engagement teams will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives and make the necessary adjustments to increase family involvement.
- Carney Academy leadership will work side-by-side with teachers in assisting them in understanding the survey feedback, lead the discussion around major findings and drive the SIP planning process.
- Carney Academy leadership will keep their school's communication up to date.

Key Milestones		
<p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ A family engagement team has been identified. ➤ Survey data has been reviewed, unpacked and used in the developing the 17-18 school improvement plan ➤ Webpage and calendars have been updated 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ School Family Engagement Team (FEG) team has offered at least 2 parent engagement activates. ➤ Webpage and calendars have been updated 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ School FEG team has offered at least 4 parent engagement activities ➤ Survey window closes and there is an initial review of the preliminary data and findings

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Establish a school-wide Family Engagement Team										
Develop a monthly newsletter/calendar with school events										
Distribute weekly evaluations to students Grades K-5										
UMass Dartmouth college students will be assigned as tutors to classrooms to provide positive role models for Carney students.										
Schedule family oriented events along with the PTO at the school such as Literacy Nights, Math Nights, Carney Carnival, Movie Night, Winter Wonderland, Passport Around the World, etc.										
Continue partnership with the New Bedford Council on Aging which places "foster grandparents" in the classrooms										
Continue partnership with the Whaling City Alternative Program for students to serve as mentors and interns with Carney Academy students and teachers.										
Utilize the district messaging system to relay information to families through an automated phone message.										
Updated and maintain school webpage and calendars										

Section 4. Develop a targeted PD plan to support SIP

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Writing	<p>Teachers:</p> <ul style="list-style-type: none"> Unpacking writing standards and creating mini-lessons. Using collaboration cycle to look at student writing and determine next steps Utilizing SEI strategies such as “Write-Around” and “Cut and Grow” <p>Conferencing with students to provide feedback on their writing</p> <p>Students:</p> <ul style="list-style-type: none"> Use rubrics /checklists to guide writing Participating in the peer editing process Applying feedback from their teacher conference into their writing 	<p>Teachers are meeting in grade level groups to calibrate writing expectations and look at student work</p>	<p>Teachers will unpack writing standards to identify skills needed for mastery and will develop mini-lessons to teach students.</p>
PBIS	<p>Teachers:</p> <ul style="list-style-type: none"> Implementing a school wide tiered behavior system Focus on positive behaviors of students <p>Students:</p> <p>Making positive choices and holding themselves accountable for their behaviors.</p>	<p>Teachers work as a team to hold all students accountable</p>	<p>School wide understanding of the tiered behavioral system and what constitutes a tier 3 behavior intervention.</p>
Student Grappling/Application of Learning	<p>Teachers:</p> <ul style="list-style-type: none"> Learning plans Develop formative assessments and work products that involve higher order thinking skills that 	<p>Teachers are developing objectives that are aligned with the standards and anchored in Blooms.</p>	<p>Teachers will plan for learning with a focus on what the students will be doing to apply what they have learned.</p>

	align with the objectives Students: <ul style="list-style-type: none"> • Work products will match the learning objective and require HOT skills 		
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(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1:	Writing		
Instructional strategies:	Unpacking writing standards Creating Mini-lessons LASW	Approximate dates:	1 hour monthly after school PD Admin periods 2x monthly (LASW)
Meeting	Learning objectives for teachers	Support needed	
Sept 13	Crosswalk of Standards		
Sept 20 & 26	Student Goal Setting related to writing		
Sept 26 & 27	Teachers will unpack narrative writing standard and create mini-lessons based upon the skills needed to master the standard.		
Oct. 10 & 11 & 19	LASW – Looking at Student Writing (narratives)		
Oct 24 & 25	Teachers will unpack informative/explanatory/argumentative writing standard and create mini-lessons based upon the skills needed to master the standard.		
Oct 31 & Nov 1	SEI Strategies and WIDA standards as connected to writing		
Nov 28 & 29	LASW – Looking at Student Writing (informative/explanatory/argumentative)		
Dec 12 & 13	Teachers will unpack opinion writing standard and create mini-lessons based upon skills needed to master the standard (W.3) Unit 3		
Dec 19 & 20	LASW – Looking at Student Writing (opinion/literary analysis)		
Jan 23 & 24	LASW – Unit 3		
Feb 13 & 14	Teachers will unpack research writing standard and create mini-lessons based upon skills needed to master the standard (Unit 4)		
Feb 27 & 28	LASW – Looking at Student Writing Unit 3		

Mar 20 & 21	LASW – Looking at Student Writing Unit 4	
Apr 10 & 11	LASW – Looking at Student Writing	
Apr 24 & 25	Unpack Standard Unit 5	
May 22 & 23	LASW – Looking at Student Writing	
June TBD	LASW	

Focus area 2:	Social Emotional Learning		
Instructional strategies:	PBIS BBST	Approximate dates:	Admin periods throughout the school year 60 min PD sessions
Meeting	Learning objectives for teachers		Meeting
Aug 29	School specific goals and behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations and specific routines to follow as part of creating out positive proactive Carney culture where we all shine like STARS		
Aug 30	PBIS Planning of mini lessons aligned to the matrix		
Oct 4	BBST overview of process to staff		
Oct 17 & 18	Understand the difference between minor and major behaviors and the protocols and procedures		
Nov 8	PBIS Teachers will define and understand expected behaviors across all school settings		
Nov 14 & 15	Understand and implement social thinking and zones of regulation		
Dec 6	PBIS Planning – create mini lessons		
Jan 16	PBIS Planning – create mini lessons		
Mar 7	PBIS Planning – create mini lessons		

Focus area 3:	Application of Student Learning		
Instructional strategies:	Formative Assessments Quality Feedback Student Work Products	Approximate dates:	Full day PDs Admin periods 60 min pd
Meeting	Learning objectives for teachers		Support needed
Aug 29	Science PD		
Sept 19 & 20	Formative Assessments		
Sept 26 & 27	Goal Setting		
Nov 7	Science PD		
Jan 22	Application of Student Learning (feedback)		
Feb 7	Application of Student Learning		
Mar 7	Application of Student Learning		
Apr 11	Application of Student Learning		
May 9	Application of Student Learning		