

You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)
- One teacher each from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

School Improvement Plan

School Year 2018-2019
 School: **Carney Academy**
 Principal: **Maria Reidy**

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 Partially Meeting 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.*

# 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	180 out of 327 Gr. 3-4-5 students (51%)	50 Gr. 3-4-5 students (50%)	148 Gr. 3-4-5 students (40%)	140 Gr. 3-4-5 students 51%	Gr. 3-4-5 students	325 Gr. 3-4-5 students
Math	205 out of 326 Gr. 3-4-5 students (57%)	126 Gr. 3-4-5 students (16%)	185 Gr. 3-4-5 Students 34%	154 Gr. 3-4-5 students 57%	Gr.3-4-5 students	Gr. 3-4-5 students

# 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
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STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2 – 75% Grade 3 – 69% Grade 4 – 56% Grade 5 - 71%	Grade 2 – 3% Grade 3 – 17% Grade 4 – 12% Grade 5 – 15%	Grade 2 – 22% Grade 3 – 30% Grade 4 – 35% Grade 5 – 25%	Grade 2 –44=44% Grade 3 – 48=41% Grade 4 – 42=34% Grade 5 – 55=43%	Grade 2 – 1 Grade 3 – 2 Grade 4 – 2 Grade 5 – 2	Grade 2 – 2 Grade 3 – 4 Grade 4 – 4 Grade 5 – 3

Math	Grade 2 – 76%	Grade 2 –24%	Grade 2 – 22%	Grade 2 – 46-46%	Grade 2 – 2	Grade 2 – 2
	Grade 3 – 62%	Grade 3 – 19%	Grade 3 – 35%	Grade 3 – 34=37%	Grade 3 – 2	Grade 3 – 4
	Grade 4 – 48%	Grade 4 – 19%	Grade 4 – 47%	Grade 4 – 43=28%	Grade 4 – 2	Grade 4 – 6
	Grade 5 - 69%	Grade 5 – 13%	Grade 5 – 24%	Grade 5 – 52=41%	Grade 5 – 2	Grade 5 – 3

# 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
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DIBELs Data ~ Grade K-1						
DIBELs Composite Score	Grade K – 48% Grade 1 – 43%	Grade K -25% Grade 1 -32%	Grade K –13% Grade 1 – 15%	Grade K – 25=29% Grade 1 24=26%	Grade K – 2 Grade 1 – 3	Grade K – 1 Grade 1 – 1

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

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

2018 MCAS 2.0 Data: ELA

According to the data from the Spring 2018 ELA MCAS 2.0 assessment, Carney Academy ranks in the 45% Accountability Percentile. In ELA, 55% of grade 3-4-5 students are meeting or exceeding expectations. In Math 46% of grades 3-4-5 students are meeting or exceeding expectations.. ELA SGP for Carney is 50 and SGP in Math is 53.

When further disaggregated, the ELA data indicates that results vary by grade level. 49% of grade 3 students scored Exceeding or Meeting Expectations in ELA, 58% of grade 4 students scored in Exceeding or Meeting Expectations, 40% of 5th graders scored Exceeding or Meeting Expectations.

When further disaggregated, the Math data indicates that results vary by grade level. 41% of grade 3 students scored Exceeding or Meeting Expectations in Math, 48% of grade 4 students scored in Exceeding or Meeting Expectations, 38% of 5th graders scored Exceeding or Meeting Expectations.

Overall DIBELS data for 2018-2019 BOY shows over 50% of students in K and 1 are at benchmark or above benchmark

- In Kindergarten 40% of students are above benchmark and 13% are meeting benchmark
- In Grade 1, 41% of students are at or above benchmark and 14% are meeting benchmark

Specific Areas:

- 37% of Kindergarten students are below or well below meeting benchmark for first sound fluency
- 55% of 1st graders are at or above benchmark for PSF
- In Grade 1, 51% of students are at or above benchmark on nonsense word fluency (CLS) and 42% of students are at or above for NWF (Whole word read)

ACCESS data indicates that out of 104 identified ELL students 7.5% of the students declined one proficiency level, 37.5% remained at the same proficiency level, 47.5% increased by 1 proficiency level, 11% increased by 2 proficiency levels

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

Additionally, of the 14 Kindergarten students that were assessed, 10 (71%) students were identified as proficiency level 1, 1 (7%) students were identified as level 2 and 2 (14%) students were identified as level 3. Kindergarten students that were identified as expanding was 4 students (7%).

Behavioral Data:

Throughout the duration of the 17-18 school year, 305 conduct cards were issued for 54 students in Kindergarten through Grade 5. 16 students were suspended, 12 students were suspended in-school, 19 students were suspended out, and 5 students were suspended more than once.

At Carney Academy, students in grades Pre-K-5 have been identified at tier 1-3, based on the number of major or minor referrals for the year 2017-2018 and other circumstances. To be considered tier 2, students must receive 3 or more major referrals and/or the level of support required. At Carney Academy, for the school year 2017-2018, we had 25 tier 2 students. Tier 3 students are determined by the number of referrals and the level of support required. At Carney Academy, for the school year 2017-2018, we had 13 tier 3 students.

Attendance Data:

Chronic Absences % by grade level for 2017-2018:

K-6%

1st-4%

2nd-5%

3rd-6%

4th-3%

5th-4%

Total School is 5%

(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?**

Preliminary MCAS ELA data indicates that only 40% of available points were earned by all grade level 3-4-5 students in the area of writing, with the grade 3 students earned 57%, grade 4 66%, grade 5 57% of available points.

An area of concern is grade 5 ELA scoring below the state in almost all areas of ELA Standards. Grade 5 overall possible points also showed a significant lost of points in both Math and Science.

Initiative 1: ELA

Team Members: Maria Reidy, Hannah-Joy Beaulieu Cristina Noel-Motta, 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. 80% of students will meet their target score in STAR ELA/Math by EOY.

Teacher Practice Goals:

Ø 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 and our 7-10 day Reading Street Schedule, (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide and Writing Curriculum Map.

Student Learning Goals:

Ø By EOY, there will be at least a 40% reduction in the number of students not Meeting or Exceeding in Reading/ELA on STAR and/or grades K-2 in DIBELS

Ø By EOY, there will be a 10% decrease in the number of students who are in the Not Meeting performance level and a 10% increase in the number of students who are in Exceeding performance level in the STAR and/or DIBELS assessments.

What this means for teachers:

Ø 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

Ø Carney Academy teachers will continue to release the responsibility to students through the gradual release model (“I do,” “we do,” you do”)

Ø Carney Academy teachers will strive to increase student engagement through a variety of modalities presented during PD in order to ensure students’ participation in the learning.

Ø Carney Academy teachers will have continued PD opportunities, aligned to the district and school’s focused literacy goals throughout the school year

Ø Carney Academy teachers will be observed and be presented with targeted ELA feedback concerning the Curriculum Units of Study/7-10 Reading Street Schedule and the Writing Reference Guides/Writing Curriculum Map.

Ø Carney Academy teachers will develop classroom data walls to monitor student’s individual growth based on STAR reading and/or DIBELS.

Ø Carney Academy teachers will implement instructional practices presented by the Tiered Literacy Academy team, which includes outside facilitators and Carney staff.

What this means for building leadership:

Ø Carney Academy Leadership will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis

Ø 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, Monthly Writing CFAs by genre)

Ø Carney Academy Leadership will work with teachers to identify a specific instructional focus along with targeted standard(s) and develop school-based PD and support systems that align with the focus

Ø Carney Academy Leadership will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

<p>Key Milestones:</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> Ø One ELA focused observation completed on each teacher Ø PD provided in various ELA topics, including the revised 2017 standards, narrative writing, and argumentative writing, and formative assessments Ø LASW – at least one cycle completed for narrative writing based on Writing CFA Ø ELL Strategies incorporated into ELA lessons in all classrooms Ø MCAS 2.0 data analyzed for trends, strengths and weaknesses. Ø STAR BOY and progress monitoring assessment data analyzed. Priority standards identified. Ø DIBELs BOY and progress monitoring data analyzed. Key focus areas identified Ø RTI established at each grade level. Flexible groups formulated based on data. Ø Data cycles of assess, analyze, reteach, assess completed for priority standards identified Ø Phonics Lessons Daily in grades Pre-K-2nd for 30 min. Ø 7-10-Day Reading Street Block that incorporates poetry and Science/Social Studies informational text 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> Ø At least one additional ELA focused observation has been completed on each teacher Ø Continue PD provided in various ELA topics, including the revised 2017 standards, narrative writing, and argumentative writing, and formative assessments Ø LASW – at least one cycle completed for argumentative writing based on Writing CFA Ø STAR MOY and progress monitoring assessment data analyzed. Priority standards identified. Ø DIBELs MOY and progress monitoring data analyzed. Key focus areas identified Ø RTI established at each grade level. Flexible groups formulated based on data. Ø Data cycles of assess, analyze, reteach, assess completed for priority standards identified Ø Phonics Lessons Daily in grades Pre-K-2nd for 30 min. Ø 7-10-Day Reading Street Block that incorporates poetry and Science/Social Studies informational text 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> Ø Continue all initiatives and Professional Development as needed and as stated for the November 1st, and February 1st milestones Ø Collect and analyze STAR ELA EOY data. Ø Teachers will embed Tiered Literacy Academy professional development in their instruction
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Initiative 2: Math

Team Members: Maria Reidy, Hannah-Joy Beaulieu Cristina Noel-Motta, 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

- Ø 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.
- Ø By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
- Ø By EOY teachers will create Daily Before School Work that spirals math standards previously taught as well as standards that they are currently working on based on the District Curriculum Maps
- Ø By EOY teachers in grades K-5 will provide students with daily math fluency facts for 3 minute drills during and increase their proficiency by 50%.

Student Learning Goals

- Ø By EOY there will be at least a 40% reduction in students in Levels 1, 2, and 3 on the STAR assessment.
- Ø By EOY there will be at least 10% of students in Level 1 move into Level 2 and at least 10% of students in Level 4 on the STAR assessment
- Ø By EOY students will increase their math fluency by 40 % based on number of problems completed correctly from BOY.
- Ø Students will engage in small group and/or partner work to improve math understanding and discourse.

What this means for teachers:

- Ø 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.
- Ø 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.
- Ø Carney Academy teachers will use administrative directed time to analyze data and to design more complex tasks for students to apply their learning.
- Ø Work in grade level teams to analyze data and find activities/ mini-lessons to improve Math Proficiency.
- Ø Carney Academy Teachers will design a schedule that includes district recommended periods for Math and follow the recommended structure for math instruction.
- Ø Carney Academy Teachers will use math assessments (formatives and summatives) to inform their teaching to meet the needs of each student, reflect on each standard and share best practices during their planning time and ADMIN time.
- Ø Carney Academy teachers will provide students feedback on student work samples to correct misconceptions, dig deeper into explaining their reasoning using math appropriate vocabulary.

What this means for building leadership:

- Ø 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.
- Ø Carney Academy teachers will have clear expectations surrounding the Math Curriculum to be used to focus student learning expectations in their classrooms.
- Ø Carney Academy leadership will meet with system-wide data team to dive deeper into the MCAS Data to determine patterns and themes on which to focus.
- Carney Academy leadership will be providing PD in the area of formative assessments (exit tickets), with effective, timely teacher's feedback to student work samples to improve students deeper understanding of math standards.

<p>Key Milestones:</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> Ø One Math focused observation completed on each teacher Ø Continue to offer conceptual mathematical PD opportunities on an ongoing basis to teachers. Ø Offer PD for Math STAR Progress Monitoring Data Meetings with students. Ø Develop and implement inquiry based activities for grades K-5 that align with the 2017 revised math standards. Ø MCAS 2.0 Data Collection and Review. Ø Elementary enVisions Topic Assessment data analyzed. Ø Collect and analyze STAR Math BOY and progress monitoring data. Ø Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. Ø Provide new teachers with differentiated PD in enVisions. Ø Develop exit tickets after each lesson in enVision and provide students with teacher feedback to improve students' understanding of the standard. Ø Develop student exemplars of students work on standards with teacher feedback. 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> Ø At least one additional Math focused observation completed on each teacher Ø Continue PD for conceptual math opportunities teachers. Ø Continue to develop and implement inquiry based activities for grades K-5 that align with the units study. Ø Continue to analyze enVisions topic assessment data Ø Analyze STAR MOY and progress monitoring data. Ø Continue to use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. Ø Continue to improve teacher feedback on student work samples. Ø Continue to develop and collect student exemplars on standards with teacher feedback. 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> Ø Continue all initiatives and Professional Development as needed and as stated for the November 1st, and February 1st milestones. Ø Collect and analyze STAR Math EOY data. Ø Continue to collect samples of students work as future exemplars.
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Utilize students data walls to monitor students progress and conferences bi-weekly with students								
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: Early Interventions and Supports: BBST, EL & SEL (Social Emotional Learning)

Team Members: Maria Reidy, Cristina Noel-Motta, Hannah-Joy Beaulieu, Heather Macedo, Cheri Riggs, Ann Marie Dufresne, Matthew Grenon, Peter Larkin, Nayla Bouramia

Final Outcomes:

By EOY:

- Ø Implementation of a PBIS system for Tier 1 will be at least 70%
- Ø There will be evidence of implementation of the Tier 2 PBIS system.
- Ø The Social Thinking curriculum will be implemented in our Tier 2 classrooms.
- Ø There will be a decrease in the number of tier 2 and 3 behaviors and a decrease in major behavioral incidents.
- Ø There will be a decrease in the number of students marked absent or tardy.
- Ø Students who were referred to the BBST process will show marked improvement in overall academic, behavioral, and/or social/emotional functioning.
- Ø Students with individualized EL Action Plans will show marked improvement in overall academic, behavioral, and/or social/emotional functioning.
- Ø Health curriculum will incorporate a bullying component.

Teacher Practice Goals

- Ø Carney Academy teachers will continue to support and implement positive behavioral supports throughout the school focusing on the classroom, the cafeteria and the playground.
- Ø Carney Academy teachers will implement a classroom management system to support tier 1 behavioral expectations.
- Ø Carney Academy school adjustment counselors will continue to provide lessons in tier 2 classrooms 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.
- Ø Carney Academy teachers will work with counselors and health teacher to implement SEL and anti-bullying strategies with their students.
- Ø Carney Academy teachers will continue to provide students who are brought through the BBST process with interventions to promote an increase in student achievement and decrease in student behavioral incidents.
- Ø ESL teachers will in collaboration with general education teachers will continue to develop an Individualized English Learner (EL) Learning Plan based on each student's academic, socio-emotional, and English language development needs.

Student Learning Goals

- Ø Student problem behaviors will decrease which will improve student engagement and academic performance.
- Ø 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.

- Ø Students will be able to use SEL strategies to advocate for themselves and others.
- Ø Students will participate in recommended interventions as prescribed by the BBST team.
- Ø Students will increase at least one English proficiency level by the end of the year.

What this means for teachers:

- Ø Teachers and school teams will continue to reinforce positive expectations for student behaviors, and strategies to promote positive academic behaviors, in order to maximize learning time and enhance students' learning environments.
- Ø The PBIS team will continue to work to establish positive student support systems and look at data to drive continued school based action plans, professional development, and systems analysis.
- Ø School adjustment counselors will work with teachers that have a significant amount of tier 2 behaviors in their classroom.
- Ø 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.
- Ø Content Area Teachers and ESL teachers will continue to work towards creating deeper connections between their content curriculum and English language development by utilizing SEI strategies and academic vocabulary to increase students English language proficiency and academic achievement.

What this means for building leadership:

- Ø Building leadership team will consistently evaluate the effectiveness of the ongoing positive supportive systems and work towards the decrease of at-risk discipline metrics that impact time on learning.
- Ø Building leadership will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Ø Building leadership will work with school counselors to develop monthly PD opportunities for staff regarding specific targeted PBIS and Social Thinking concepts.
- Ø 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.
- Ø Building leadership will participate in the BBST process once a month and ensure that the process is being followed as indicated in the BBST Guidelines. Building leadership will monitor interventions being provided to ensure that all interventions are being carried out as prescribed.
- Ø Building leadership will continue to participate 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.

<p>Key Milestones:</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> Ø PBIS team will have posters of expected behaviors visible across all areas of the school. Ø Carney Academy SACs will create a schedule that identifies Tier 2 classroom that will receive direct instruction on SEL strategies. Ø SACs and teachers will establish a collaboration cycle to discuss Social Thinking and Zones of Regulation curriculum and using common language. Ø Professional development regarding the BBST process has been provided for teachers. Ø BBST has met to discuss and determine academic and/or behavioral supports for at-risk students Ø ESL teachers and building leadership have reviewed and prioritized EL students' needs based on academic and language data results. Ø ESL have conducted focused learning walks on students that had identified ESL Action plan 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> Ø Students have shown an increase in positive actions. Ø Social Thinking and Zones of Regulation curriculum has been implemented in our Tier 2 classrooms. Ø BBST has determined appropriate supports for students resulting in a decreased number of special education referrals. Ø ESL Learning Walk data will show the progress of targeted "students at risk" 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> Ø Behavioral incidents such as conduct cards and suspensions have decreased Ø Social Thinking methodology and six concepts are fully implemented. Ø Tier 2 and Tier 3 students demonstrates social emotional and behavioral growth. Ø The number of special education referrals and retentions have decreased from previous school year Ø Review of ACCESS data indicates increase in proficiency levels of EL students
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<p>Follow the BBST protocol to provide interventions and supports for students who are struggling.</p>										
<p>Provide specialized instruction to ELL students and Special Education students and provide them with access to the curriculum.</p>										

Initiative 4: Parent and Community Outreach

Team Members: Maria Reidy, Cristina Noel-Motta, Hannah-Joy Beaulieu, Heather Macedo, SILT members,

Final Outcomes:

By EOY,

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

Teacher Practice Goals

- Ø 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

- Ø 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:

- Ø Carney Academy teachers will actively keep track and document the families and parents they engage with regarding their students.
- Ø Carney Academy teachers will continually create a welcoming classroom and keep open lines of communication with their parents.
- Ø 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.
- Ø 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.
- Ø Carney Academy teachers will leverage the relationships with students to accelerate student learning.

<p>Develop a monthly newsletter/calendar with school events</p>										
<p>Distribute weekly evaluations to students Grades K-5</p>										
<p>UMass Dartmouth college students will be assigned as tutors to classrooms to provide positive role models for Carney students.</p>										
<p>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.</p>										
<p>Continue partnership with the New Bedford Council on Aging which places "foster grandparents" in the classrooms</p>										
<p>Continue partnership with the Whaling City Alternative Program for students to serve as mentors and interns with Carney Academy students and teachers.</p>										
<p>Utilize the district messaging system to relay information to families through an automated phone message.</p>										

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 <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
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<p>Writing</p>	<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” ● Conferencing with students to provide feedback on their writing <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>
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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: Making positive choices and holding themselves accountable for their behaviors.</p>	Teachers work as a team to hold all students accountable	School wide understanding of the tiered behavioral system and what constitutes a tier 3 behavior intervention.
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 align with the objectives <p>Students: · Work products will match the learning objective and require HOT skills</p>	Teachers are developing objectives that are aligned with the standards and anchored in Blooms.	Teachers will plan for learning with a focus on what the students will be doing to apply what they have learned.

(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	Teachers will review Writing Curriculum Map and CFAs		
October	LASW for Responding to Literature/Close reading/Calibrating using the Constructed Response to Literature Rubric (Begin Writing Conferencing)		
October	Teachers will unpack narrative writing standard and create mini-lessons based upon the skills needed to master the standard. - review CFA		
November	LASW – Looking at Student Writing (narratives CFAs) & Plan Next Steps		
December	Teachers will unpack opinion/argumentative writing standard and create mini-lessons based upon skills needed to master the standard (W.3) Unit 3		
December	LASW – Looking at Student Writing (narratives CFAs) % Compare narrative score from Oct to Nov		
January	LASW – Looking at Student Writing (argumentative CFAs)		
Feb	Teachers will unpack informational writing standard and create mini-lessons based upon skills needed to master the standard -determine CFA for end of the month		
April	LASW – Looking at Student Writing (Informational CFAs)		
April & May	Unpack Research Standard and determine with grade level Research Project: Create mini-lessons for research and writing/determine end project		

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	Understand the difference between minor and major behaviors and the protocols and procedures	
Nov	PBIS Teachers will define and understand expected behaviors across all school settings	
Nov	Understand and implement social thinking and zones of regulation	
Dec	PBIS Planning – create mini lessons	
Jan	PBIS Planning – create mini lessons	
Mar	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
Sept	Formative Assessments		
Sept	Student Data Walls (Goal Setting based on student scaled score growth)		
Oct	Looking at STAR reports (2-5) Reading - State Standard Reports. Growth to determine standards that need to be retaught- mastered standards determine how to challenge/enrich		
Nov	Looking at STAR reports (2-5) Math - State Standard Reports. Growth to determine standards that need to be retaught-		

	mastered standards determine how to challenge/enrich	
Nov	Close Reading: Tiered Literacy Academy	
Dec	Looking at STAR reports (2-5) Math and Reading- State Standard Reports. Growth to determine standards that need to be retaught- mastered standards determine how to challenge/enrich	
January	Close Reading Check in: Teachers will bring student work sample, questions, and strengths and concerns to discuss with team -Teachers will adjust practices as needed	
Feb	Looking at STAR reports (2-5) Math and Reading- State Standard Reports. Growth to determine standards that need to be retaught- mastered standards determine how to challenge/enrich	
Mar 7	Application of Student Learning	
Apr 11	Application of Student Learning	
May 9	Application of Student Learning	