

Sgt. William H. Carney Academy
Plan Overview 2019-2022
 9/9/2019

Mission

The mission at Sgt. William H. Carney Academy exists to serve the unique academic, physical, social and emotional needs of students who are in a special and critical period of their lives. Sgt. William H. Carney is committed to creating and maintaining a trusting and caring environment where teaching and learning is rigorous and students are assisted as they develop responsibility. All aspects of the school's organization, curricular and co-curricular activities are child centered and designed to accommodate individual learning styles so that all may experience success.

Vision

Every student is achieving at their maximum potential in an engaging, inspiring and challenging learning environment. We motivate and prepare our students by instilling in them critical thinking skills, and a respect for core values of honesty, perseverance, loyalty, honesty and compassion. Students will have success for today and be prepared for tomorrow.

Core Values

All learners believe in their power to embrace learning, to excel, and to own their future. Staff, parents, and community are dedicated to the social, personal, and physical growth of all students. We believe if we provide our students with rigorous learning opportunities that they will be ready for college and careers, and succeed in a safe and caring environment.

Theory of Action

If we incorporate instructional strategies to strengthen teaching and learning, along with educating the whole child based on their academic and social emotional needs, then all students will achieve at higher academic levels.

Strategic Objectives

1. High Quality Instruction <i>Increase student achievement by strengthening teaching and learning.</i>	2. Effective Student Support Systems <i>Create an inclusive, culturally responsive learning environment.</i>	3. Strong Family/Community Relationships: <i>Empower families and the community through collaboration.</i>	4. Organizational Team Excellence: <i>Cultivate and recruit a highly skilled workforce.</i>	5. Enhance Positive Public Profile: <i>Implement effective strategies to raise the profile and reputation of Carney Academy.</i>
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Strategic Initiatives

<i>1.2 Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology.</i>	<i>2.2 Provide additional differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child.</i>	<i>3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.</i>	<i>4.1 Create and implement the district Educational Equity Plan to attract a representative workforce.</i>	<i>5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.</i>
<i>1.3 Implementing instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms.</i>	<i>2.3 Build authentic relationships to ensure students feel valued.</i>	<i>3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.</i>	<i>4.2 Provide targeted and supportive professional development to build capacity of the district's staff.</i>	
	<i>2.4 Use tiered supports to effectively meet the needs of all learners.</i>		<i>4.3 Ensure that new educators receive mentoring and support systems throughout the year.</i>	

Outcomes

[Insert specific and measurable outcomes]

MCAS ELA

Outcome 1a. The percentage of students who meet or exceed grade level expectations in grades 3-5 ELA will increase by 2% each year, from 54 % in 2019 to 56% in 2020

Outcome 1b. Increase the % of grade 3 students who meet or exceed expectations on the ELA MCAS. The percentage will increase by 5% each year, from 48% in 2019 to 53% in 2020

Outcome 1c. Increase the % of grade 4 students who meet or exceed expectations on the ELA MCAS. The percentage will increase by 2% each year, from 69% in 2019 to 71% in 2020.

Outcome 1c. Increase the % of grade 5 students who meet or exceed expectations on the ELA MCAS. The percentage will increase by 5% each year, from 46% in 2019 to 51% in 2020.

MCAS MATH

Outcome 1e. The percentage of students who meet or exceed grade level expectations in grades 3-5 math will increase by 2% each year, from 53 % in 2019 to 55% in 2020.

Outcome 1f. Increase the % of grade 3 students who meet or exceed expectations on the Math MCAS. The percentage will increase by 5% each year, from 47% in 2019

Outcome 1g. Increase the % of grade 4 students who meet or exceed expectations on the Math MCAS. The percentage will increase by 5% each year, from 60% in 2019 to 65% in 2020

Outcome 1h. Increase the % of grade 5 students who meet or exceed expectations on the Math MCAS. The percentage will increase by 5% each year, from 51% in 2019 to 56%

STAR ELA

Outcome 1i. The percentage of students who meet or exceed grade level expectations in grades 2-5 ELA STAR will increase by 4% each year, from 46 % in 2019 to 50% in 2020.

Outcome 1j: Increase the % of grade 2 students who meet or exceed expectations on ELA STAR. The percentage will increase by 5% each year, from 36% for EOY in 2019 to 41% for EOY in 2020.

STAR Math

Outcome 1k. The percentage of students who meet or exceed grade level expectations in grades 2-5 Math STAR will increase by 4% each year, from 37% in 2019 to 41% in 2020.

Outcome 1l: Increase the % of grade 2 students who meet or exceed expectations on ELA STAR. The percentage will increase by 5% each year, from 38% for EOY in 2019 to 43% for EOY in 2020.

Outcome 1.2 Develop standards based science lessons in grades K-5 to ensure that science is being taught based on grade level standards.

Outcome 1.3 Utilizing instructional strategies in writing that align to the curriculum to ensure an .4 increase each year, from 2.6 in 2019 to 3.0% in 2020.

Outcome 2.2 Increase opportunities for teacher led professional development before and after school.

Outcome 2.4 Implement Trauma Sensitive Training into the classroom to support Tier 2 and Tier 3 students

Outcome 2.4: Provide tier 2 and 3 supports with outside community partnerships, such as BCBA counseling, Big Brother Big Sister programs, UMASS Tutors, along with PBIS school-wide initiatives and mindup curriculum supports.

Outcome 2.3: Increase student intrinsic motivation by allowing students to purchase items at the school store using earned “STAR coins” based on displaying expected behavior.

Outcome 3.1: Increase parent involvement through multiple facets.

Outcome 3.2 Increase of parent participation in their child’s education.

Outcome 4.1 Support the district in recruiting and sustaining teachers to reflect our student body

Outcome 4.2 Increase the level of support for new staff through professional development

Outcome 4.3 Implement and ensure new staff receive support from the mentoring program

Outcome 5.A Increase the type of media used to raise the profile and reputation of Carney Academy.

Results from staff/parent/community survey will be used to drive creation of additional types of media featuring Carney Academy (e.g. PTO Facebook, Instagram., Carney Website)

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

[Sgt. William H. Carney Academy] Action Plan Template, 2019-20

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

Strategic Objective/Initiative: Standard 1: High Quality Instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Site visits from Tiered Literacy Academy designee to continue implementations of strategies.	Tiered Literacy Team	Sept 2019-6/2020	
Provide volunteer Professional Development after school based on teacher survey to target areas of improvement. (teacher-driven, personally relevant, coherent, high quality, support and feedback, actionable and immediate) with a focus on Analysis and Inquiry and students discourse.	Carney Staff	Sept 2019 (weekly)	
Implement Foundations Phonics Program for K-1. Schedule Foundations in a Daily Block of 30-45 minutes for school year implementation. Implement LETRS training in grade 1 classrooms for school year implementation.	K-1 staff Grade 1 Teachers/ Principal and Sped Tutor Gr 1	Sept 2019 daily	

Incorporate a daily 30-minute RTI block for ELA standards to target all student subgroups.	Carney Staff	Oct 2019	
Teacher develop anchor charts based on standards in reading, math, and writing (student writing folder that includes resources to support based on the lesson- example- transitional words, sentence starters, dialogue) with a focus of expectations criteria of students' writing.	Carney staff	Sept 2019- ongoing	
Use student data (MCAS, STAR, DIBELS, Fluency, CFAs, exit tickets, formative/summative assessments, individual conferences) to determine instructional focus based on standards. Evidence of best practices in place and measured by progress monitoring data (student work) reviewed on Thursday's ADMIN time.	Carney Staff	Sept – June	
Use MCAS rubric in grades 3-5 and MCAS “student friendly rubric” to score monthly writing and use a LASW protocol to determine growth in monthly prewriting and post-writing CFAs and to determine next instructional writing lessons for whole, small and individual students. * provide writing exemplars of student work with scores that match state rubric. Use writing data to identify, analyze, and propose solutions to writing focus correction areas of practice.	K-5 teachers & Admin	Sept - June	

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>100% of teachers will utilize curriculum maps and guides to determine standards taught for the month (evidence in lesson plans, District CFA and observations). Monthly District CFA based on Standards Based Assessments Data Analysis in lesson plans.</p>	<p>Teachers Admin Team</p>	<p>Ongoing</p>	
<p>Based on DIBELS, the percentage of students in grades K-1 that scored not meeting, will decrease by 20% for MOY and a total of 40% by EOY.</p> <p>100% of grade K and Grade 1 Teachers will use Foundations program with fidelity.</p> <p>Weekly formal and informal observations to provide feedback based on the MA teacher rubric</p>	<p>K-1 teachers Principal/ Assistant Principal TLS</p>	<p>BOY, MOY, EOY</p>	
<p>100% of teachers will have anchor charts posted based on the standard and refer to throughout the lesson. Students overall writing will show examples of focused correction areas in their writing. Students overall writing CFA will increase by 1 level of topic development and conventions based on data collection of student work samples.</p>	<p>Admin Learning Walk Classroom Teachers</p>	<p>Sept. & ongoing</p>	

<p>Writing using the WOW (BOY, MOY, EOY) rubric. Students will increase by one level in their WOW rubric writing prompt. Evidence collected through students writing samples to be analyzed through ADMIN grade level teams.</p>	<p>K-5 teachers</p> <p>Preschool/ ASD/ SubSep Classrooms</p>	<p>Monthly</p> <p>Sept- June</p>	

Strategic Objective/Initiative: Standard 2: Effective Student Support Systems

Monitoring Progress

<p align="center">Process Benchmark <i>What will be done, when, and by whom?</i></p>	<p align="center">Person Responsible</p>	<p align="center">Date</p>	<p align="center">Status</p>
<p>Place and refer students for Big Brother Big Sister programs and counseling based (CCBC) on SWIS & classroom data. 15 students will be provided with a mentor from BBBS. CCBC will provide 25 students with individualized counseling services.</p>	<p>SAC, teachers</p>	<p>October- June 2020</p>	
<p>Provide Trauma Sensitive Training to develop strategies to support Tier 2 and Tier 3 students.</p>	<p>PRE-K-5 teachers, support staff, SAC</p>	<p>Sept. 2019 ongoing</p>	
<p>Review district BBST protocols and guidelines that focuses on educating the whole child using the instructional guide and</p>	<p>Admin &</p>	<p>October</p>	

DCAP.	Carney Staff	2019	
Review PBIS protocols/initiatives and systems for running the school store. Recruit volunteers and train students to run school store. 100% of classrooms will be able to visit the school store monthly.	PBIS team	Sept 2019	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Evidence of decrease in major office referrals to BBST by 10% and minor office referrals by 20% from school year 2018-2019 to 2019-2020.	Carney staff Behaviorist	9/6/2019 6/16/2020	
Evidence of decrease in behaviors measured through SWISS.	Carney PBIS Committees	10/2019- 2020	
80% of students are purchasing items in the school store on a weekly rotation basis based on the classroom token initiative.	PBIS team	9/2019- 2020	
Hold monthly team meetings to discuss students who are at risk and develop action plans for targeted student needs. (BBST, SEI). 25% of tier 2 and 3 students will receive additional support.	Staff	9/2019- ongoing	

Strategic Objective/Initiative: Standard 3 Strong Family/Community Relationships

Monitoring Progress

<p align="center">Process Benchmark <i>What will be done, when, and by whom?</i></p>	<p align="center">Person Responsible</p>	<p align="center">Date</p>	<p align="center">Status</p>
<p>Wrap Around Coordinator hired to support our families (emotional literacy, emotion regulation, emotion expression, and home visits) 3% -5% of families will be targeted to receive support from the wrap around coordinator.</p>	<p align="center">TBD SACS</p>	<p align="center">10/2019</p>	
<p>Introduction to the STAR/ PBIS/ Safe and Learning School Program Night for families to attend. 25% of families will attend Informational Family Nights.</p>	<p align="center">TLS SAC Principal/ Assistant Principal</p>	<p align="center">10/2019</p>	
<p>Community Partnerships with CCBC and Big Brother Big Sister Program for students to receive additional services and support throughout the day. SACS will provide CCBC and BBBS with 10%-15% of students who require support from community partners.</p>	<p align="center">Community Partners SACS Classroom Teachers</p>	<p align="center">10/2019</p>	

Measuring Impact

<p>Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Monitor parent participation in family events such as movie night, ice cream social, PBIS Rally, dance night, conferences, etc. through sign in sheets.</p>	<p>Teachers, ADMIN Team</p>	<p>10/2019</p>	
<p>Increased parent/family presence at pep rallies and celebrations.</p>	<p>PBIS TEAM</p>	<p>Nov. 2019- June 2020</p>	
<p>Wrap Around Manager, SACS will assist with informing families of the resources that are available to support the need of our families ex. (individualized counseling, mentoring housing, medical, food stamp, transportation services for students and their families), in place to ensure that all families are effectively reached and supported by the school and community. Percentage of families receiving supports increased by 50% from 2019-2020.</p>	<p>Admin Team Wrap Around Manager SACS CCBC BBBS</p>	<p>10/2019</p>	

Strategic Objective/Initiative: Organizational Team Excellence

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Monthly highlight on different initiatives in school newsletter with interview with point person for each (PBIS, Social Emotional, Tiered Literacy.)	Staff	6/2019-8/2020	
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two way communication using a survey. (Class DOJO, Weekly Evaluations, Carney’s PTO Facebook page)	Staff	8/2019-6/2020	

Measuring Impact

Strategic Objective/Initiative: Enhance Positive Public Profile

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Utilize a variety of media to maximize awareness and support of Carney School's goals, objectives and programs after surveying stakeholders to determine preferences.	Principal	Oct 2019	
Review current format for monthly family newsletter in order to maximize awareness of Carney goals, objectives and programs. (SEE PBIS TEAM)	Principal PBIS Committees	Oct 2019	
Review of Carney tab on NBPS website in order to keep information about goals, objectives, events and programs current.	Principal, TLS	Oct 2019	
Combine various staff members responsible for different initiatives both school and district wide to form a team with best practice focuses.	Principal/TLS/Tiered Literacy Team/Social Emotional Team/PBIS	October 2019	
Develop awareness of positive initiatives going on at Carney to recruit strategic, diversified staff.	Principal	October 2019	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Based on results of stakeholder survey, preferred media sites will be created (e.g. PTO Facebook, Instagram, Carney Web-site)	Principal, TLS	Oct 1	
Based upon review of newsletter, revamp format to maximize awareness of Carney goals, objectives and programs (e.g. Grade level news, Resources for parents)	Principal, Grade level teachers	Oct 1	
Monthly review and update of Carney NBPS webpage	TLS, Principal	Oct-June	
Collaboration of ideas supporting positive initiatives evidenced in school plans for bringing in new staff.	Principal Carney Staff	Oct-June	
Slide show at yearly job fair, announcements on website and social media surrounding positive work environment	Principal/ Carney Staff	Oct-June	

Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.