# NBPS School Improvement Plan (SIP)
## School Year 2013-2014

**School’s Name:** Carney Academy  
**Date Updated:** 9/13/13

### Timeline and Process Checklist

<table>
<thead>
<tr>
<th>Overall Timeline</th>
<th>Action</th>
<th>Who is Responsible</th>
<th>By When</th>
<th>Complete?</th>
</tr>
</thead>
</table>
| **Plan Development** | Introduce DIP/SIP topics to principals  
- Alignment between DIP & SIP  
- SIP development process and principles | Superintendent | July 8 & 9 | Yes |
| **May-September 2013** | Complete the [DESE Conditions for School Effectiveness Self-Assessment](#) | Principal | June-September | ☐ |
| | Record, review, and analyze key school data | Principals | May-September | ☐ |
| | Complete MCAS SIP Target Sheets for 2013-2014 | Principals | Aug 19 | ☐ |
| | Action plan and set school targets with input from the School Instructional Leadership Team (SILT) | Principals | May-Sept | ☐ |
| | Complete Initial DRAFT of SIP & Submit to Director of School Support | Principals | Sept 13 | ☐ |
| **Plan Approval** | Provide support to Principals on SIP development | Dir of School Support & Asst. Supt for Accountability & School Improvement | Aug-Sept | ☐ |
| **September-October 2013** | Review DRAFT with input from the School Council | Principals | Sept | ☐ |
| | Submit FINAL SIP to Director of School Support | Principals | On or before Oct 4 | ☐ |
| | Review and approve SIPS | Superintendent | Oct 14 | ☐ |
| | Share SIP with parents and other stakeholders | Principals | Oct 21 | ☐ |
| | Share forum and timeline for monitoring progress | Superintendent | Oct 14 | ☐ |
| **Implementation & Progress Monitoring** | School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement  
- School and district generate data for ongoing monitoring  
- SILT meeting topics focus on:  
  - Generating concrete intervention and improvement strategies  
  - Sharing what is working via measurable increases in student learning  
  - Analyzing performance data  
  - Updating data to display and share progress towards goals | Principals with District ILT support | School year | ☐ |
| **Oct 2013 – June 2014** | Share progress towards goals with key stakeholders | Principals | School year | ☐ |

*Template Modified: 8/21/2013*
School’s Name: Carney Academy

Overview of District and School Improvement Planning
Focusing on the “Instructional Core”

The New Bedford Public Schools Accelerated Improvement Plan focuses on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district’s theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district’s theory of action that will bring about systemic change and improvement.

Theory of Action

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators’ capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to the goal-setting process in the educator evaluation cycle. For example:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the
AIP, and professional practice goals that are aligned with the early evidence of change.

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district’s four strategic objectives.

School Improvement Planning: Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Complete the DESE Conditions for School Effectiveness Self-Assessment, prepare/revise accordingly to reflect the planning or implementation of one or more corrective actions or restructuring steps based on NCLB Accountability Status
- Involvement of SILT is integral to the implementation of each schools’ SIP and the AIP
- School suggested ILT members include:
  - Principal
  - School Data Team Representative/TLS
  - One representative from Special Education team
  - One representative from ELL team
  - For Elementary Schools: One representative each from K–2 and 3–5
  - For Secondary Schools: One representative from each content area
  - Representative from Guidance team
  - ‘At large’ representative
- Schools should not take on lots of “other” initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan.

Members of School’s ILT:

<table>
<thead>
<tr>
<th>Name of Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Treadup</td>
<td>Principal</td>
</tr>
<tr>
<td>Ross Grace Jr.</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Maria Reidy</td>
<td>Grade 4 Advanced Learning Teacher</td>
</tr>
<tr>
<td>Dianne Gomes</td>
<td>Grade 1 Teacher</td>
</tr>
<tr>
<td>Sandra Ford</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Jennifer Medeiros</td>
<td>Grade 2 Teacher</td>
</tr>
<tr>
<td>Laurie Sommer</td>
<td>Kindergarten Teacher</td>
</tr>
</tbody>
</table>
### School Analysis of Needs in Relation to the District Improvement Plan (AIP) *(Include reference to completed DESE Conditions for School Effectiveness Self-Assessment)*

<table>
<thead>
<tr>
<th>AIP Obj</th>
<th>Strengths</th>
<th>Focus areas</th>
</tr>
</thead>
</table>
| **Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency** | According to the DESE “Conditions of School Effectiveness,” the majority of teachers indicated that Carney Academy has a positive school culture in which both students and staff are held accountable. The school has a structured environment with rules, policies and procedures in place to ensure a safe positive learning environment for all staff and students. There is a common vision that all students can achieve at high levels between staff and students. A sense of pride and respect is instilled in the students with the goal of developing them into responsible citizens who will make a positive contribution to society. Analysis of MCAS data from the previous 3 years indicates that the overall scores of Carney Academy grade 3-4-5 students appear stagnant as evidenced by achieving the exact same Accountability Status of Level 2 in the 43rd percentile for two years in a row. Specifically the overall ELA CPI has remained at 82.8 for two years. The percentage of students scoring proficient or higher on the ELA (53% to 51%) MCAS has decreased slightly from 2011 to 2013. However, there have been some pockets of success throughout the school. Further disaggregation of the data indicates specifically that the percentage of students scoring proficient or higher on the Grade 4 ELA MCAS increased from 50% to 60% which is higher than the district percentage of 33% as well as the state percentage of 53%. The Grade 4 students achieved at the same level as the state but also outperformed the district on the Long Composition scores as well. The grade 4 team focused upon writing across the curriculum as their student learning goal throughout the school year. The percentage of students scoring proficient or higher on the Math MCAS also declined slightly from 2011 to 2013 (57% to 54%) which is lower than the state percentage (60%) but higher than the component a. Although Carney Academy students in grades 3 and 5 had a higher percentage of students scoring proficient or higher than the district on the ELA MCAS, students in Grades 3 (from 57% to 37%) and 5 (57% to 52%) saw a decrease in this area from 2012 to 2013 and had a lower percentage than the state. Implement a rigorous curriculum at all grade levels to build a strong foundation for students to be successful. Grades K-2 should build a strong foundation in reading, including phonemic awareness and fluency. All grades should focus upon nonfiction text, increasing vocabulary and developing comprehension. There will be a school wide focus upon writing across the curriculum to develop higher order thinking and problem solving skills. Student progress will be monitored through various formal and informal assessments. |}
Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

District, common and various formative and summative assessments are administered at Carney Academy. According to the DESE “Conditions for School Effectiveness Self-Assessment” the majority of teachers feel there is a balanced system of assessments which provide data to be analyzed. District benchmarks, DIBELs and MCAS are examples of assessments that provide data.

Grade level common planning time has been built into the school day to give teams extra time to collaborate, review the data and look at student work.

As a result of data analysis by school and grade level teams, teachers need to plan and readjust instructional strategies. A structured system of rigorous tiered instruction utilizing Bloom’s Taxonomy as a guideline needs to be planned and implemented to meet student needs during the literacy and math blocks from Kindergarten through Grade 5.

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)

Carney Academy is well represented at district wide professional development opportunities, such as “Keys to Literacy”. The DESE “Conditions for School Effectiveness Self-Assessment” indicates that the majority of the staff feels they have access to relevant professional development that is tied to specific learning goals. Through creative scheduling of the itinerants, time has been built into the school day for teachers to collaborate as grade level teams for the purpose of analyzing data, sharing best practices and developing an action plan to increase student achievement.

Provide professional development that is building based and focused. Utilize the expertise and knowledge of teachers to expand educator capacity to develop and deliver rigorous instruction. Topics should include mastery objectives, checking for understanding, signs of rigor, signs of visible thinking and learning and higher order questioning.

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

According to the DESE “Conditions for School Effectiveness” the majority of staff feels that there is a strong partnership between the school, home and community partners. The Parent-Teacher Home Visiting Project which was implemented during the 2010-2011 school year has expanded to include up to twenty staff members and approximately fifty families. These visits have enabled staff to form connections with families in a non-threatening environment. Positive family relationships are vital for student achievement. The number of parent volunteers in the school has increased as has the membership of the PTO. Community partnerships with organizations such as UMass Dartmouth, Center Trinity Church and Junior Achievement have been influential to our students for many years.

Continue to strengthen the school to home connection as well as to develop the school’s relationship with various community partnerships through the expansion of the Parent-Teacher Home Visiting Project. Offer various parent engagement activities such as informational evenings on various topics, Open House and social activities.
WHAT WE WILL ACHIEVE  (Elementary Schools)

DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:

All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Short-Term Outcomes 1.1  (Student Learning Goals)

[Administrator and teacher student learning goals will be aligned to these outcomes.]

DIBELS

➢ From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
➢ From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

GALILEO

➢ From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
➢ From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

DISTRICT WRITING BENCHMARKS

➢ From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
➢ From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
Objectives 1-3

Guidance on Activities and Action Steps:

- Refer to objective 1, 2, and 3 in the AIP to build your action plan
- The action plan must include these key “buckets” of activities:
  - Training, implementing, and monitoring the ELA lesson frameworks in K-5
  - Setting expectations for SILT and TCTs aligned to AIP, ensuring that they implement the protocol, monitoring that data-driven decisions are implemented and assessed for impact in the classroom
  - Defining, training, and supervising rigorous instruction

<table>
<thead>
<tr>
<th>SMART Goals that link to Final Outcomes</th>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)</th>
<th>OWNER</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Evidence of Change (Examples of Professional Practice Goals) [Administrator and teacher professional practice goals will be aligned to this early evidence of change.]</td>
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</tbody>
</table>

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)

- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.

- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator’s evidence collection.

- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.

Carney Academy will:

- Reduce by 25% from BOY to MOY, the # of K-2 students not meeting benchmark on each DIBELS repeated subtest.

Implement a rigorous Literacy and Language Arts Curriculum in grades K-2

- Purchase and distribute copies of the “Daily 5” to all K-2 teachers
- Attend professional development on the K-2 Literacy Block.
- Implement the K-2 Literacy block structure with fidelity in classrooms focusing upon whole group and Daily
**NBPS School Improvement Plan (SIP)**  
**School Year 2013-2014**

- Reduce by at least 50% from BOY to EOY, the # of K-2 students not meeting benchmark on the DIBELS composite score.

  - Reduce by at least 50% from BOY to EOY, the # of K-2 students not meeting benchmark on the DIBELS composite score.
  - Provide “Book Boxes” for students with books from a variety of genres to be used during the “Daily 5”
  - Integrate science and social studies concepts into the literacy block through differentiated guided reading instruction.
  - Conduct observations and learning walks to monitor implementation of the literacy block

**Provide extra supports and interventions for students struggling in phonics, phonemic awareness, and fluency.**

  - Identify at-risk students through data analysis during SILT and TCT.
  - Assign students to flexible groups consistent with students’ needs
  - Utilize research based intervention programs such as Visual Phonics, Lively Letters, EIR, and ERI for at risk students before and after school as well as during small group instruction
  - Reassess students to check progress and adjust groups to meet student needs.

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**Carney Academy will:**

- Reduce by 30% from BOY to MOY, the # of Grade 2-5 students not proficient on district ELA and Math benchmarks.

  - Reduce by 30% from BOY to MOY, the # of Grade 2-5 students not proficient on district ELA and Math benchmarks.
  - Implement an ELA block and Math block with focus upon whole group and small group instruction
  - Provide professional development and resources on visible thinking, mastery objectives and higher order questioning.
  - Conduct learning walks and observations for evidence of mastery objectives, checking for understanding and student ownership of learning

  - Conduct learning walks and observations for evidence of visible signs of thinking and learning and higher order questioning.
  - Provide the opportunity for teachers to participate in learning walks within the school to gain insight of best practices and instructional strategies. Expand walks to include other schools in the district

  - Implement school wide read of a pre-selected realistic
**Math benchmarks**

- Fiction chapter book to be used simultaneously in K-5 classes with pre-selected vocabulary, comprehension questions and writing prompts.

**Provide extra supports and interventions for students in ELA and Math**

- Identify at-risk students through data analysis during SILT and TCT.
- Assign students to flexible groups consistent with students’ needs.
- Utilize research based intervention strategies and computer based programs (i.e. Study Island, Galileo) for at risk students before and after school as well as during small group instruction.
- Provide intense small group instruction and opportunities for at risk students to practice multiple choice, short answer and open response questions.
- Reassess students to check progress and adjust groups to meet student needs.

<table>
<thead>
<tr>
<th>SILT/TCT</th>
<th>Teachers</th>
<th>October – June Daily</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SILT/TCT</th>
<th>Teachers</th>
<th>October – June Daily</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SILT/TCT</th>
<th>Teachers</th>
<th>1x monthly during grade level TCT</th>
</tr>
</thead>
</table>

**Focus upon writing across the curriculum in grades K-5**

- Develop grade level expectations for student writing along with a pacing guide for K-5 to calibrate writing instruction.
- Develop writing prompts aligned with the school wide genre of the month with rubrics, criteria for success and exemplars at each grade level.
- Incorporate Writer’s Workshop into all grade levels to provide structure, conferencing and time for writing instruction.
- Model the writing process, including brainstorming, writing, peer editing, conferencing and revising, for each genre with a gradual release of responsibility to the students.
- Focus on monthly writing prompt during “Looking At Student Writing” to determine strengths, weaknesses and trends. Plan/adjust instruction based upon the data.
- Complete a monthly data sheet to reflect class writing scores and areas of strength and weakness.
- Submit scored monthly student writing samples (common assessment) to include one sample of each score on the rubric (i.e. 0, 1, 2, 3, and 4).

<table>
<thead>
<tr>
<th>SILT</th>
<th>October 1-31</th>
</tr>
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<table>
<thead>
<tr>
<th>SILT/ TCT/ Teachers</th>
<th>September – June Daily</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Leaders Teachers</th>
<th>October – June Monthly (with the introduction of each monthly genre)</th>
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</table>

<table>
<thead>
<tr>
<th>Principal / Asst. Principal / Teachers</th>
<th>Oct 15 Nov 14 Dec 12 Jan 17 Feb 13 Mar 13 Apr 17 May 22 June 12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Oct 15 Nov 14 Dec 12 Jan 17 Feb 13 Mar 13 Apr 17 May 22 June 12</th>
</tr>
</thead>
</table>

**Carney Academy will:**

- **Reduce by 30% from BOY to MOY, the # of K – 5 students not meeting proficiency on the benchmark writing assessments**
- **From MOY to EOY, all K-5 teachers will reduce by 50% the # of students not meeting proficiency on the benchmark writing assessments**

**The Carney Academy School Instructional Leadership Team (SILT) and 100% of**

- **Administer common formative assessments aligned to rigorous standards.**
  - Administer ELA and Math District Benchmarks in grades 2-3-4-5 three times per year.
  - Administer monthly common assessments in Math and
**NBPS School Improvement Plan (SIP)**  
**School Year 2013-2014**

| Teachers | ELA aligned with the common core curriculum | 1x monthly  
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Implement a common data inquiry cycle and protocol at the school level (SILT) and at the grade level (TCT).</td>
<td>October - June</td>
</tr>
<tr>
<td></td>
<td>- Define the purpose, roles, and responsibilities for data teams at the school level and grade level</td>
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<td></td>
<td>- Construct a “Visual Data” wall for grades K-5 which will link the data to individual students in a visual display</td>
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<tr>
<td></td>
<td>- Establish meeting schedules for SILT (1x monthly) and TCT (2x monthly) to meet in alignment with the data cycle.</td>
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<tr>
<td></td>
<td>- Horizontal and vertical grade level teams will meet to analyze data, identify strengths, trends and focus areas and develop action plans which include instructional strategies and best practices to meet student needs.</td>
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<tr>
<td></td>
<td>Implement accountability structures for the SILT and TCTs to ensure decisions result in differentiated instruction and additional learning time for struggling students.</td>
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<tr>
<td></td>
<td>- Conduct mini-observations and learning walks to collect evidence that the decisions of the TCT have been implemented in the classrooms. Provide feedback to teachers.</td>
<td></td>
</tr>
<tr>
<td>Principal / SILT</td>
<td></td>
<td>Sept. 11, Sept 23, Oct 24</td>
</tr>
<tr>
<td>Principal / SILT</td>
<td></td>
<td>October 24</td>
</tr>
<tr>
<td>Principal SILT</td>
<td></td>
<td>SILT: Sept 25, Oct 30, Nov 27, Dec TBA, Jan 22, Feb 26, Mar 26, Apr 30, May 28, June 25</td>
</tr>
</tbody>
</table>
| Principal / Asst Principal / TCT | | TCT – Sept – June  
| Vertical Teams of Teachers | 2x Monthly (1st and 3rd Wednesdays) | |
| Principal / Asst Principal | | Sept – June  
| Principal | | 90 minutes during school day biweekly |
|           | | Sept – June  
|           | | 10x weekly |
Objective 4

WHAT WE WILL ACHIEVE

**DISTRICT & SCHOOL Improvement Plan FINAL OUTCOMES 4.1 & 4.2**

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student’s classrooms as welcoming environments

**Short-Term Outcomes 4.1 & 4.2  (Student Learning Goals)**

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

**STRATEGIC INITIATIVE 4.1**

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

**Early Evidence of Change 4.1  (Professional Practice Goals)**

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

**STRATEGIC INITIATIVE 4.2**

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

**Early Evidence of Change 4.2  (Professional Practice Goals)**

- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.
Objective 4

<table>
<thead>
<tr>
<th>SMART Goals that link to Final Outcomes</th>
<th>Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)</th>
<th>OWNER</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for parent success.</td>
<td>Principal / Asst. Principal Teachers</td>
<td>Sept 17 &amp; 19</td>
<td></td>
</tr>
<tr>
<td>• Host two Open Houses with a family component including a presentation on policies, procedures and expectations of the school</td>
<td>Principal / Teacher Leaders / Project Participants</td>
<td>Sept 11 – Oct 25 (1 visit) April 1 – May 29 (1 visit)</td>
<td></td>
</tr>
<tr>
<td>• Expand the “Parent-Teacher Home Visiting Project” to include more staff and more families. Complete two visits per staff member.</td>
<td>Principal / Asst. Principal / SACs / Attendance Office / Nurses</td>
<td>1x weekly (Tuesdays) – Sept thru June</td>
<td></td>
</tr>
<tr>
<td>• Establish a FACTS (Families and Communities Together with Schools) team to implement a proactive, community driven approach to problem solving and resource allocation for at-risk students.</td>
<td>Principal PTO Members / Teachers</td>
<td>Sept – June (various dates throughout the year TBA)</td>
<td></td>
</tr>
<tr>
<td>• Schedule family oriented events along with the PTO at the school such as Carney Carnival, Movie Night, Winter Wonderland, Passport Around the World, etc.</td>
<td>Teachers / Parents / Students</td>
<td>Sept 17 or Sept 19</td>
<td></td>
</tr>
<tr>
<td>• A home-school compact identifying the responsibilities of the each party will be signed by the parent, student and teacher</td>
<td>Principal / Teacher Leaders</td>
<td>Oct 23, Dec TBA, Feb TBA, Apr TBA, June TBA</td>
<td></td>
</tr>
<tr>
<td>• Facilitate parent support groups for parents of students with autism.</td>
<td>Assistant Principal Administrative Assistant</td>
<td>Daily (Sept – June)</td>
<td></td>
</tr>
<tr>
<td>Carney Academy students will maintain a monthly attendance average of 95% or better.</td>
<td>Principal / Asst. Principal / Teachers / Parents</td>
<td>Monthly (October – June dates TBA)</td>
<td></td>
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<tr>
<td>• Daily attendance will be announced over the PA system at the end of the day, identifying the grade that had the highest percentage.</td>
<td>Attendance Officer / SACs</td>
<td>8:20 – 8:35 daily (Sept – June)</td>
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<tr>
<td>• Attendance incentives, such as tickets to high school sporting events, treats, pencils, etc. will be awarded to those students with perfect attendance periodically throughout the year</td>
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<tr>
<td>• Maintain the “tardy table” with the school adjustment counselors and attendance officer to track and intervene with students that are habitually tardy.</td>
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</tbody>
</table>

Carney Academy will provide evidence as to how we have addressed the indicators of ensuring a welcoming school / classroom using 2 way communication and resolving issues with families fairly and equitably at the school level by January 2014.