

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

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|---|--|--|---|--|
| 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> |
|---|--|--|---|--|

Strategic Initiatives

<i>1.1 Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners</i>	<i>2.1 Support educational equity practices that align with the district Educational Equity Plan strategies.</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>1.2 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>3.2 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>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>4.3 Ensure that new educators receive mentoring and support systems throughout the year.</i>	
	<i>2.4 Use tiered supports to effectively meet the needs of all learners.</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 2022

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 2022

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 2022

Outcome 1d. 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 2022.

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 2022.

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 2022

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 2022

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% in 2022

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 2022.

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 2022.

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 2022.

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 2022.

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

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.1: Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners.

Monitoring Progress

<p align="center">Process Benchmark</p> <p align="center"><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>
Participate in the Tiered Literacy Academy and develop standards based curriculum as well as build capacity of teachers to deliver tiered instruction support to students.	Tiered Literacy Team	Sept 2019-6/2021	
Become familiar with district developed monitoring tool to measure implementation of Educational Equity practices during Learning Walks.	Carney Staff	Sept 2019 (weekly) June 2021	
Implement Research Based Curriculum of Foundations Phonics Program for Grades K-3. Grades K-3 will develop a daily block of phonics of 30-45 minutes.	K-3 staff	Sept 2019 Daily June 2021	
Incorporate a daily 30-minute RTI block for ELA standards.	Carney Staff	Oct 2019 June 2021	
Differentiated Writing Tool Folders (student writing folder that includes resources to support based on the lesson-example-transitional words, sentence starters, dialogue).	Carney staff	Sept 2019-Ongoing	
Use student data (MCAS, STAR, Fluency, CFAs, exit tickets, formative/summative assessments, individual conferences) to determine differentiated instructional focus based on standards.	Carney Staff	Sept – June 2021	

Measuring Impact

<p align="center">Early Evidence of Change Benchmark</p> <p align="center"><i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p align="center">Person Responsible</p>	<p align="center">Date</p>	<p align="center">Status</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). Review data platforms (Lexia) to determine standards mastered based on maps.	Teachers Admin Team	Ongoing	
Based on Early Literacy, and Lexia 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.	K-1 teachers Principal/	BOY, MOY, EOY	

	Assistant Principal TLS		
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.	Admin Learning Walk Classroom Teachers	Sept. & Ongoing	
Monthly Writing CFA data in grades (1-5) will have at least a 30% increase in the # of students scoring a 3 or 4 from Pre to post writing CFA. Writing using the WOW (BOY, MOY, EOY) rubric in grades Pre, and K. Students will increase by one level in their WOW rubric writing prompt.	K-5 teachers Preschool/ ASD/ Sub-Sep Classrooms	Monthly Sept-June	
100% of teachers will demonstrate an increase in the use of the Instructional Guide as measured through Learning Walks focused on Student Engagement, Positive Climate, Analysis and Inquiry and Instructional Dialogue.	Staff Admin Team TLS	Sept-June 2021	

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.2: Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology to build staff capacity.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Participate in Tiered Literacy Academy to build capacity of teachers. Continue participation in Tiered Literacy Academy to build capacity of teachers.	Staff Principal	Sept 2019- June 2021	
Survey teachers to determine areas of need related to incorporation of instructional technology. Survey teachers to determine areas of need related to use of instructional technology during hybrid learning.	Staff Principal	Sept 2019- June 2021	

Provide teachers throughout the year will additional Heggerty and Foundations Professional Development.	Staff Principal	October 2020-June 2021	
Provide PD on ELA curriculum maps and Standards Based Lesson Planning/Delivery Provide PD on adjusting ELA curriculum maps during hybrid learning.	Staff Principal	November 2019-2021	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of classroom teachers will demonstrate 20% increase (if not already at/above 80%) on indicators related to PD topics during Learning Walks and Formal Observations.	Staff Principal	August 2020-June 2021	
Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)	Staff Principal	August 2020-June 2021	
Grade 1 and Grade 2 classroom teachers will demonstrate an increase in indicators related to LETRS PD during Learning Walks and Formal Observations. Teachers who have participated in LETRS training will demonstrate an increase in indicators related to LETRS PD during Learning Walks and Formal Observations.	Staff Principal	October 2020- June 2021	
Daily Heggerty and Foundations scripted lessons with less than 10% of teacher off the script.	Staff Principal	October 2020- June 2021	

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.3 Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Teachers will use Lexia data to improve overall students growth in ELA standards by incorporating the lessons on Lexia CORE 5 Resources HUB.	Staff TLS/CIL Principal	November 2020-June 2021	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
80% of students will use Seesaw platform to display student work samples in a variety of ways. (record, art, video, etc) with teacher and student feedback provided on student exemplars.		Staff Students	November 2020- June 2021
100% of students will show growth in their Lexia pathway in ELA.		Staff Students	November 2020-June 2021

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

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.1 Support educational equity practices that align with the district Educational Equity Plan strategic.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Become familiar with district developed monitoring tool to measure implementation of Educational Equity practices that creates an inclusive, culturally responsive learning environment.	Principal	October	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Use district monitoring tool to determine the baseline of the implementation of equity practices.			
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	ADMIN TEAM	June 2020-2021	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child to build staff capacity.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

Attend Trauma Sensitive Training to develop strategies to support Tier 2 and Tier 3. Staff will receive 2 Professional Trauma Sensitive Trainings throughout the year. 15% of teachers and staff will enroll in the Trauma Sensitive Class at Lesley College.	PRE-K-5 Teachers, Support Staff, SAC	Sept. 2019 ongoing	
Provide professional development based on the new BBST progress that focuses on educating the whole child using the instructional guide and DCAP. Monthly meetings to discuss students will be held and 10% of students will have a BBST completed.	Admin & Carney Staff	October 2019	
Recruit teachers based on expertise to provide professional development to staff. 20% of Carney Staff will provide professional development to staff.	Carney Staff	Sept.2019	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of Teachers will incorporate Trauma Sensitive into their instruction. It will be measured by lesson plans, student work samples and rest stop area visits.	Teachers SAC	October 2020- June 2021	
Inventory of PD opportunities posted on SMART PD.	Principal	August- June	
BBST Meetings to discuss students at risk.	ADMIN Team BBST Team	December - June	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.3 Build authentic relationships and a learning environment that ensures students feel valued.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

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.	SAC, teachers	October-June 2021	BBBS, CCBS is still communicating with families on ZOOM links and home visits.
Become familiar with NBPS District Look-For Rubric and Monitoring Tool related to Positive Climate.	ADMIN TEAM CIA TEAM PBIS TEAM	August-June 2021	
UMASS Tutor Coaches 2X week an hour of tutoring for students at risk.	Principal UMASS Coaches	October-April 2020-2021	Teachers are filling out application for students to receive UMASS coaches. Teachers will meet with UMASS coaches to provide student information on academic concerns, google classroom, Seesaw. Then a virtual meeting will take place teacher-tutor-student-families.
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	Virtual School Store (purchase on line) using an order sheet.

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
<i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>			

Decrease in major office referrals by 10% and minor office referrals by 20% from school year 2018-2019 to 2019-2020.	Carney staff	9/6/2019 6/16/2021	
Positive Climate Check list during learning walks, classroom visits, announced observations.	Admin TLS Staff	8/2019 6/2020	
80% of students are purchasing items in the virtual school store on a weekly rotation basis based on the classroom token initiative.	PBIS team	9/2019- 2021	
Hold monthly team meetings to discuss students (BBST, SEI). 25% of tier 2 and 3 students will receive additional support and review SWISS behavioral data for a decline in behaviors.	Staff	9/2019- ongoing	
Review UMASS Coach Cycles of students at risk and review Progress Monitoring Scores Monthly to see if an increase of scores in ELA.	Teacher Admin	October 2020-April 2021	

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

GOAL 3: Strong family and community relationships: Empower families and the community through collaboration

Strategic Initiative 3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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.	TBD SACS	10/2019 12/2021	

Recruit staff for Family Engagement Team and send Team to district Family Engagement PD and meetings.	TLS SAC Principal/ Assistant Principal	10/2019 6/2021	
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.	Community Partners SACS Teachers	10/2019 6/2021	
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two-way communication (e.g. social media, apps)	SAC Wrap Coordinator	Dec 2019- June 2021	

Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
<i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>			
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 2019-2021.	Admin Team Wrap Around Manager SACS	10/2019 8/2021	
Increase of family events virtually or when applicable face to face events. The percentage of parent involvement in each event will increase by 10% each month.	PBIS Team	11/2020- 6/2021	

Increase the community partnerships with CCBC and BBBS each year by 10% with the number of families they are supporting.	SAC	10/2019-6/2021	
Survey to be conducted per trimester in the best ways to reach out to families. (ex. School Messenger, Carney Facebook, phone calls, Class DOJO)	SAC	9/2020-6/2021	

Strategic Initiative 3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Create building expectations for implementing parent-teacher conferences in order to cultivate two-way communication and authentic relationships.	ADMIN TEAM, TLS, SAC, Classroom Teacher, Wrap Coordinator	Nov 2020-June 2021	
Principal and SAC will identify supports currently available to Carney Families and assess their effectiveness.	ADMIN Team and SAC, Wrap Coordinator	Nov 2020-June 2021	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

Staff will incorporate family engagement strategies into their outreach to families.	Principal, Classroom Teachers	Sept-June 2020-2021	
100% of classroom teachers will conference with at least 80% of their families during parent/teacher conferences.	Principal, Classroom Teachers	Dec 2020- 2021	

Strategic Objective/Initiative: 4.1 Organizational Team Excellence Cultivate and recruit a highly skilled workforce.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Interview/ Recruit quality candidates that reflect our student population.	Staff	6/2019- 8/2020	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Carney Staff Subgroup DESE	Principal	June 2020- June 2021	

Strategic Initiative 4.2. Provide targeted professional development to build capacity of the district’s staff.

Monitoring Progress

<p align="center">Process Benchmark</p> <p align="center"><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>Create and administer follow up survey for teachers on 2020-2021 initiatives such as online platforms.</p>	<p>Principal</p>	<p>Sept 2020- June 2021</p>	
<p>Provide additional PD on the impact of Trauma on Learning (from Trauma course III).</p>	<p>Principal Lesly College</p>	<p>Nov 2020-July 2021</p>	
<p>Provide PD on next steps in PBIS. (Tier 2)</p>	<p>PBIS TEAM</p>	<p>Sept 2020- 2021</p>	<p>We are part of the tier 2 academy this year.</p>

Measuring Impact

<p align="center">Process Benchmark</p> <p align="center"><i>What will be done, when, and by whom?</i></p>	<p align="center">Responsible Person</p>	<p align="center">Date</p>	<p align="center">Status</p>
<p>Evidence of trauma sensitive practices and PBIS initiatives will be seen during learning walks and formal observations.</p>	<p>ADMIN TEAM</p>	<p>Nov 2020- June 2021</p>	

PBIS initiatives in the classroom. Checklist of students participation in the incentive program.	Classroom Teachers PBIS Team	Nov 2020- June 2021	
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Strategic Initiative 4.3 Ensure that new educators receive mentoring and support systems throughout the year.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
All new staff members will receive support from the district in the mentor program based on DESE guidelines.	NBPS Sandy Ford Sara Mello	August 2020- June 2021	

Measuring Impact

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Improvement of classroom management, lesson plans and dates of meetings and trainings.	ADMIN NPBS	August 2020- June 2021	

Strategic Objective/Initiative: Enhance Positive Public Profile 5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

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 Ashley School's goals, objectives and programs after surveying stakeholders to determine preferences.	Principal	Oct 1	
Review current format for monthly family newsletter in order to maximize awareness of Carney goals, objectives and programs.	Principal	Oct 1	
Review of Carney tab on NBPS website in order to keep information about goals, objectives, events and programs current.	Principal Webmaster	August 2020- June 2021	

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 updates of Carney NBPS webpage	TLS, Principal Wrap Coordinator	Oct-June 2021	

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.