

**Carney Elementary School  
Community School Progress Summary 2021-2022  
Stephen Price, Principal**

<p><b>BCPS Vision:</b> Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community.</p>	<p><b>School Mission:</b> We are committed to providing a safe and nurturing environment focused on the development of the whole child. Through building authentic relationships and implementing responsive, engaging and rigorous instruction, we will foster academic and social/emotional growth.</p>
<b>ACTION STEPS</b>	
<b>Mathematics</b>	<b>Culture</b>
<p><b>Action Step(s):</b></p> <p>Teachers clearly communicate the purpose and expectations for learning and implement system programs and resources with fidelity</p> <p>Teachers will explicitly teach content aligned to the rigor of the standards using best practices and effective first instruction</p>	<p><b>Action Step(s):</b></p> <p>Standardization of planning/questioning/implementation strategies for effective whole group and responsive, differentiated small group instruction.</p> <p>Access to planning/instructional supports through resource and administration including increased accountability measures for aligning to schoolwide priorities</p> <p>Creating the opportunity for access to resource support in planning AND implementation of schoolwide goals (Resource Model, Cohort Opportunities)</p>
Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.	
<b>Literacy</b>	<b>Culture</b>
<p><b>Action Step(s):</b></p> <p>Teachers clearly communicate the purpose and expectations for learning and implement system programs and resources with fidelity</p> <p>Teachers will explicitly teach content aligned to the rigor of the standards using best practices and effective first instruction</p>	<p><b>Action Step(s):</b></p> <p>Standardization of planning/questioning/implementation strategies for effective whole group and responsive, differentiated small group instruction.</p> <p>Access to planning/instructional supports through resource and administration including increased accountability measures for aligning to schoolwide priorities</p> <p>Creating the opportunity for access to resource support in planning AND implementation of schoolwide goals (Resource Model, Cohort Opportunities)</p>
Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.	
<b>Safe and Secure Environment</b>	<b>Culture</b>
<p><b>Action Step(s):</b></p> <p>Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students</p> <p>Teachers will center student's identities, strengths, interests, and needs in order to provide multiple and flexible methods of presentation to give students varying ways of acquiring and demonstrating knowledge.</p> <p>Teachers and school staff will utilize the existing support staff and established plans for students to maintain consistency in the environment for students across all settings.</p>	<p><b>Action Step(s):</b></p> <p>Courageous conversations and continuation of school-wide equity work, with varying levels of PD offerings to accommodate for varying access points into equity work.</p> <p>Creating opportunities/access for ongoing dialogue between stakeholders around engagement, race, student perspective</p> <p>Developing structures and opportunities for modeling/guidance and support for implementing climate based interventions and routines with students (Structures to include the key stakeholders through the use of SEL staff)</p>