William H. Taylor School
Plan Overview 2019-2022
9/11/2019

Mission
Mission: We are committed to developing a community of learners who are academically and socially proficient, demonstrate strong character, self-confidence, and cultural competency.

Vision
Vision: Inspire excellence through challenging, creative, and culturally responsive experiences. Support all students on their individual journey by maximizing their potential.

Core Values
Taylor School students are responsible, respectful, and safe.

Theory of Action
If we incorporate instructional strategies across all content areas that promote higher order thinking skills, engaging tasks and social emotional well being, then all students will achieve at the highest academic levels.

Strategic Objectives

1. High Quality Instruction	2. Effective Student Support Systems:	3. Strong Family/Community Relationships:	4. Organizational Team Excellence:	5. Public Confidence and Pride:
Increase student achievement by strengthening teaching and learning.	Create an inclusive, culturally responsive learning environment.	Empower families and the community through collaboration.	Cultivate and recruit a highly skilled workforce.	Strengthen the reputation and elevate the profile of the school district.

Strategic Initiatives

1.1 Provide differentiated instruction to all students.	2.1 Provide differentiated professional development to all staff that focuses on a mindset conducive to educating the whole child.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.1 Provide targeted professional development to build capacity of the school's staff.	5.1 Create and implement an effective communication plan to highlight Taylor School.
1.2 Implement instructional strategies and an aligned curriculum that promotes high expectations and engagements in all classrooms.	2.2 Use tiered supports to effectively meet the needs of all learners.	3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.	4.2 Recruit exemplar educators to be part of the mentoring program.	5.2 Utilize a variety of media to maximize awareness and support of Taylor School's goals, and objectives.
	2.3 Use a variety of strategies to increase attendance rates.			

Outcomes
[Insert specific and measurable outcomes] **Outcome 1A. Increase the percentage of grade 3 students who meet or exceed expectations on the ELA MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 70% in 2019 to 82% in 2022. **Outcome 1B. Increase the percentage of grade 4 students who meet or exceed expectations on the ELA MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 65% in 2019 to 77% in 2022. **Outcome 1C. Increase the percentage of grade 5 students who meet or exceed expectations on the ELA MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 72% in 2019 to 84% in 2022. **Outcome 1D. Increase the percentage of grade 3 students who meet or exceed expectations on the Math MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 70% in 2019 to 82% in 2022. **Outcome 1E. Increase the percentage of grade 4 students who meet or exceed expectations on the Math MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 60% in 2019 to 72% in 2022. **Outcome 1F. Increase the percentage of grade 5 students who meet or exceed expectations on the Math MCAS.** The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 72% in 2019 to 84% in 2022. **Outcome 1G. Increase the percentage of grade 3-5 students who exceed expectations in ELA MCAS.** The percentage of students who exceed grade level expectations will increase by a total of 4% each year, from 18% in 2019 to 30% in 2022. **Outcome 1H. Increase the percentage of grade 3-5 students who exceed expectations in Math MCAS.** The percentage of students who exceed grade level expectations will increase by a total of 4% each year, from 8% in 2019 to 20% in 2022. **Outcome 1I. Increase the percentage of grade 2 students who meet or exceed expectations on ELA Star.** The percentage of students who meet or exceed grade level expectations will increase by a total of 4% each year, from 58% in 2019 to 70% in 2022. **Outcome 1J. Increase the percentage of grade 2 students who meet or exceed expectations on Math Star.** The percentage of students who meet or exceed grade level expectations will increase by a total of 4% each year, from 56% in 2019 to 68% in 2022. **Outcome 1K. Increase the percentage of K students who meet or exceed expectations on DIBELS.** The percentage of students who meet or exceed grade level expectations will increase by a total of 4% each year, from 60% in 2019 to 72% in 2022. **Outcome 1L. Increase the percentage of grade 1 students who meet or exceed expectations on DIBELS.** The percentage of students who meet or exceed grade level expectations will increase by a total of 4% each year, from 85% in 2019 to 97% in 2022. **Outcome 2A. Increase the percentage of students who respond favorably on school climate surveys administered by MA DESE.** Specific VOCAL survey questions or category to be identified for improvement across all surveyed grade levels. **Outcome 2B. Decrease chronic absenteeism rate.** Decrease chronic absenteeism by 5% over the next 3 years from 9.8% in 2019 to 4.8% in 2022. **Outcome 3A. Increase the number of staff members who use an electronic two-way communication tool.** The percentage of staff members who utilize an electronic two-way communication tool to communicate with parents and families will meet 100%. **Outcome 3B. Increase the number of mediums used to communicate with families.**

Increase the total number of mediums educators use to communicate with families by at least one additional medium per educator – written, apps, phone calls, emails, home visits, etc.)

Outcome 4A. Increase the number of differentiated PDs offered to educators.

Educators will have a choice of differentiated PDs they can attend, based on self-reported and observed need.

Outcome 4B. Increase the number of mentors at Taylor School.

The number of mentors at the Taylor School will increase by one educator every year for the next three years.

Outcome 5A. Utilize a number of communication tools to share important information and/or school highlights with families and community members.

The number of communication tools used to share important information and/or school highlights with families and community members will increase.

Taylor School's 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: High Quality Instruction

1. Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Review of lesson plans	principal	bi-weekly	
Learning walks with a focus on ELA	principal & TLS	weekly	
Learning walks with a focus on math	principal & TLS	weekly	
Introduction of new ELA curriculum map	principal	Aug 2019	x
Student Writing Analysis Protocol - introduction	principal & TLS	Sept 2019	x
ELA Baseline Assessment	teachers	Sept 2019	x
Math Placement Assessment	teachers	Sept 2019	x
Writing Baseline	teachers	beginning of new writing genre	
Writing Post Assessment	teachers	end of each writing genre	
Analysis of student writing	teachers, TLS & principal	monthly	
Math Fluency Competition	Grades 2-5 teachers & TLS	monthly	

Whole School Read	teachers, TLS & principal	Sept 30- Nov 29 2019	
ELA RTI model will be implemented	teachers & TLS	Sept 2019	x
Lesson Studies	teachers & TLS	monthly	
Math Centers	teachers & TLS	daily	
Differentiated instruction based on formative assessments	teachers	daily	
Participation in Tiered Literacy	teachers, TLS & principal	ongoing	
Implementation of strategies learned in Tiered Literacy	teachers, TLS & principal	ongoing	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
ELA Star MOY - grades 3-5	teachers	Jan 2020	
Math Star MOY - grades 3-5	teachers	Jan 2020	
DIBELS MOY - K & grade 1	teachers	Jan 2020	
Monthly student writing analysis	teachers, TLS & principal	monthly	
DRA	teachers	BOY, MOY & EOY	
ELA Star EOY- grades 3-5	teachers	June 2020	
Math Star EOY- grades 3-5	teachers	June 2020	

Process Benchmark			
DIBELS EOY- K & grade 1	teachers	June 2020	
Collection and review of writing samples	TLS & principal	monthly	
Collection and review of math journals	TLS & principal	monthly	
Math Fluency Progress	TLS	bi-monthly	

Strategic Objective/Initiative: Effective Student Support Systems:

2. Create an inclusive, culturally responsive learning environment.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
2.1			
PD: Playworks	principal & Playworks	Aug & 7 sessions during SY	x
PD: Mindfulness	principal & mindfulness team	Aug 2019	x
PD: DCAP	principal	Aug 2019	x
PD: Instructional Guide	principal	ongoing	
2.2			
Implementation of PBIS strategies	PBIS team	monthly	
Implementation of Playworks	Playworks team	daily	
Implementation of Mindfulness	Mindfulness team	daily	
2.3			
Daily attendance phone calls	secretary	daily	
Classroom attendance recognition	SAC &	monthly	

	principal		
Perfect attendance rewards	SAC & principal	trimester	
Work with attendance officer to outreach and develop positive relationships with families with poor attendance	attendance office, SAC, principal, teachers	ongoing	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
2.1			
PD exit tickets	teachers/ principal	ongoing	
2.2			
VOCAL questionnaire	principal	June 2020	
Mindfulness pre/post test	mindfulness team	Sept 2019	x
Playworks questionnaire for teachers	playworks team	June 2019	
Student injury reports	nurse	weekly	
Social/Emotional Data	SAC & principal	monthly	
2.3			
Attendance rate	principal	weekly	

Strategic Objective/Initiative: Strong Family/Community Relationships:

3. Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
3.1			
Introduction of various electronic tools for communication	principal	Aug 2019	x
Utilize school/home communication folder in grades Pk-1	teachers	ongoing	
Utilize agendas in grades 2-5	teachers	ongoing	
3.2			
Grade level family days	teachers	1x per year/per grade	
Parent/Teacher conferences	teachers	1x per year	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
3.1			
Number of views on Facebook	principal	ongoing	
Increase in number of staff who utilize electronic communication tools	teachers	ongoing	
Increase number of tools used to highlight Taylor School	principal	ongoing	
3.2			
Positive feedback on surveys	principal	ongoing	

Strategic Objective/Initiative: High Quality Instruction

4. Cultivate and recruit a highly skilled workforce.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
4.1			
Teachers will identify areas of preferred PD	principal	Oct	
Recruit teachers to provide differentiated PD	principal	ongoing	
Differentiated PD will be planned	TLS/ principal	ongoing	
4.2			
Recruit exemplar teachers to be mentors for new teachers	principal	Aug	x
Recruit exemplar educators to be mentors in the future	principal	ongoing	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
4.1			
Teachers will provide differentiated PD to colleagues	Teachers	ongoing	
Principal and TLS will provide differentiated PD	TLS/ principal	ongoing	
4.2			
New educators will have a mentor in building to help support them	teachers	ongoing	
Exemplar educators will share their expertise with new educators	teacher	ongoing	

Strategic Objective/Initiative: High Quality Instruction

5. Strengthen the reputation and elevate the profile of the school district.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
5.1			
Introduction of various electronic tools for communication	principal	Aug 2019	x
Family Nights	all staff	2xs a year	
Grade level family presentation	teachers	1 per year/per grade	
5.2			
Weekly updates on Facebook	principal	weekly	
Math "tip" video	teachers	ongoing	
School wide videos	Principal/health teacher	ongoing	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
5.1			
Post "Fun Night" survey	principal	2xs a year	
Post Family Night Surveys	principal	2xs a year	
Teacher communication logs	teachers	ongoing	
5.2			
Number of views on Facebook	principal	ongoing	

Increase number of tools used to highlight Taylor School	principal	ongoing	

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 <u>mission</u> 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 <u>vision</u> is the school's aspirations for students and explains what the community values and why, and what future success looks like. <u>Core values</u> 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 <u>theory of action</u> 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? <u>Strategic objectives</u> 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." <u>Strategic initiatives</u> are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? <u>Outcomes</u> 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.