

TAYLOR

School Improvement Plan (SIP) Guidelines and Template



Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY18-19 District Plan.

An effective SIP will:

- Be based in data analysis
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:

1. **Set goals aligned to the District Plan:** Set student learning goals that meet the final outcomes in the DP.
2. **Use data to determine school-specific strengths and weaknesses:** Analyze data, especially student work, to identify your school's strengths and focus areas for the upcoming school year. Focus on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies to address focus areas:** Develop strategies and specific action steps you will take to address the reasons students struggle, which you identified in Step 2. Include a small set of quarterly benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way.
4. **Implement and revise throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy is not working, the SIP should be revised and updated to reflect the actions you will take to ensure students learn. Instructional liaisons will meet with each principal quarterly (in November, February, and April) to conduct a "deep dive" on student performance and progress, and to discuss what mid-course corrections may be required.

Please submit a draft of your SIP to Karen Treadup by Friday, October 5. Feedback on SIPs will be provided by Friday, October 19.

You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)
- One teacher each from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

School Improvement Plan

School Year 2018-2019

School: William H. Taylor School

Principal: Rafaela DeFigueiredo Spence

Section 1. Set goals aligned to the District Plan:

1. 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on Star, whichever is higher, by the end of the school year in both ELA and Math.
2. 100% of K-1 teachers will facilitate the learning of their students so that they realize at least a 40% reduction in students not meeting benchmark in grades K-1 in DIBELS.
3. Overall attendance will increase to at least 95% for all students in grades PK-5.

		SY17-18 (Historical)			SY18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5							
ELA	58%	503.6	36.6				
Math	64%	505.5	51.1				

		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 40% Grade 3 – 40% Grade 4 – 44% Grade 5 – 27%	Grade 2 – 217 Grade 3 – 373 Grade 4 – 518 Grade 5 – 537			Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –
Math	Grade 2 – 30% Grade 3 – 50% Grade 4 – 53% Grade 5 – 38%	Grade 2 – 408 Grade 3 – 539 Grade 4 – 640 Grade 5 – 696			Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –

		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
DIBELS Data ~ Grade K-1-2							
DIBELS Composite Score	Grade K – 61% Grade 1 – 80%	Grade K – 39% Grade 1 – 20%		Grade K – 77% Grade 1 – 90%	Grade K – 23% Grade 1 – 10%		

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

2018 Academic Data (MCAS, STAR, DIBELS, etc.):							
		SY16-17			SY17-18		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5							
ELA	55%	502.0	56	58%	503.6	36.6	
Math	61%	504.9	56	64%	505.5	51.1	
		BOY 17-18			EOY 17-18		
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
DIBELS Data ~ Grade K-1-2							
DIBELS Composite Score	Grade K – 40% Grade 1 – 80%	Grade K – 60% Grade 1 – 20%		Grade K – 92% Grade 1 – 92%	Grade K – 8% Grade 1 – 8%		

		BOY 17-18			EOY 17-18		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 29%	Grade 2 – 204		Grade 2 – 40%	Grade 2 – 372	Grade 2 – 69	
	Grade 3 – 41%	Grade 3 – 390		Grade 3 – 40%	Grade 3 – 490	Grade 3 – 44	
	Grade 4 – 39%	Grade 4 – 454		Grade 4 – 53%	Grade 4 – 591	Grade 4 – 72	
	Grade 5 – 44%	Grade 5 – 568		Grade 5 – 47%	Grade 5 – 693	Grade 5 – 65	
Math	Grade 2 – 18%	Grade 2 – 395		Grade 2 – 46%	Grade 2 – 550	Grade 2 – 67	
	Grade 3 – 46%	Grade 3 – 543		Grade 3 – 67%	Grade 3 – 668	Grade 3 – 81	
	Grade 4 – 25%	Grade 4 – 623		Grade 4 – 60%	Grade 4 – 746	Grade 4 – 71	
	Grade 5 – 15%	Grade 5 – 654		Grade 5 – 29%	Grade 5 – 766	Grade 5 – 76	

Family Engagement Data: According to the Panorama survey 7 out of the 9 topic descriptions increase when compared to the 2016-2017 survey; and 8 out of 9 were higher than the district average. Our highest topics included, school climate (92%), parent support (86%) and school fit (80%).

DIBELS: 92% of students in kindergarten and 1st grade met or exceeded expectations. Grade 2 had 93% of students who met or exceeded expectation (increase from 80% at BOY).

Star: Please see chart above.

Writing: Overall our writing scores are strong, beating the state in every writing category in grades 3 & 4 for ELA, and in grades 3, 4 & 5 in the writing portion of math MCAS. We did experience a slight decrease from last year (addressed in the next session), but will continue to focus on writing in order to address gaps and continue to improve.

ELA:

Grade	% of students Meeting or Exceeding Expectations
3	59%
4	61%

5	56%
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According to the MCAS analysis our highest ELA standards, when compared to the state, are as follows:

Grade 3: W.3.3 (+3.35), W.3.2 (+1.85), RI 3.9 (+1.30)

Grade 4: W.4.2 (+3.52), W.4.3 (+3.45), RI 4.2 (+2.00)

Grade 5: W.5.3 (+3.90), W.5.2 (+3.66), RI 5.5 (+0.11)

Math: This year Math was our strength. As a whole, 64% of our students met or exceeded expectations.

Grade	% of students Meeting or Exceeding Expectations
3	62%
4	75%
5	56%

According to the MCAS analysis our highest math standards, when compared to the state, are as follows:

Grade 3: 3.NBT.A.02 (+1.80), 3.NF.A.01 (+1.30), 3.OA.D.09 (+1.30)

Grade 4: 4.MD.A.03 (+3.73), 4.NF.B.03 (+3.10), 4.NBT.A.02 (+2.47)

Grade 5: 5.OA.B.03 (+2.45), 5.NBT.A.02 (+1.59), 5.NF.B.04 (+1.38)

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Questions to consider include:

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Attendance Data: According the MCAS chronic absenteeism report, overall attendance decreased by 2.3% from 2017 to 2018. Most parents cited the main reason for this decline was due to the relocation of the school. The building is now one mile south of the previous location and many parents/guardians have to walk their child to school. Parents/guardians have reported that the walk is difficult during inclement weather.

The attendance office has helped in efforts to improve attendance, but more work is needed in this area.

Writing: The 2018 MCAS results showed a decline in writing scores. Although overall scores were still higher than the state, we did see a decrease of 12% in selected Response in grade 4, and a 5% decrease in grade 5. We yielded similar results in the writing portion of math. In grade 3, there was an 18% decrease in constructed response, and a 15% decrease in selected response. In grade 5 there was a 10% decline in constructed response, and 1% in selected responses.

ELA: According to the MCAS analysis our lowest ELA standards, when compared to the state, are as follows:

Grade 3: RI 3.4 (-0.19), RI 3.8 (-0.08), RL 3.1 (-0.11)

Grade 4: RL 4.3 (-0.12), RI 4.8 (-0.10), RI 4.4 (-0.08)

Grade 5: RL 5.3 (-0.23), RL 5.1 (-0.27), RI 5.6 (-0.17)

Math: According to the MCAS analysis our lowest Math standards, when compared to the state, are as follows:

Grade 3: 3.G.A.01 (-0.09), 3.MD.C.07 (-0.07), 3.MD.B.04 (-0.08)

Grade 4: 4.NF.C.07 (-0.16), 4.OA.A.02 (-0.13), 4.MD.C.06 (-0.09)

Grade 5: 5.NF.A.02 (-0.19), 5.MD.C.04 (-0.14), 5.NF.8.07 (-0.12)

Our overall concern continues to be the number of students who score within the exceeding category. We had a total of 11 students score exceeding on MCAs; 6 (6%) in ELA and 5 (5%) in math.

Initiative 1: ELA



Team Members: All staff

Final Outcomes:

- By EOY, data collected during learning walks will demonstrate that teachers are (1) planning lessons tied to rigorous standards-based objectives using ELA curriculum materials as guided by the Units of Study, (2) using assessment data to inform instruction, and (3) using standards-based rubrics/scoring guides to provide feedback to students.
- **Measured through:** Leadership team will conduct at least three literacy-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected through student work samples, formative assessments, classroom observations, and student feedback.
 - Lessons tied to rigorous objectives:
 - Leadership Team will observe lesson planning tied to

- rigorous standards and objectives
- Using assessment data to inform instruction
 - Leadership team will observe whether teachers are using formative assessments
 - Leadership team will observe and ask how students are grouped and what classroom interventions are in place
 - Leadership team will observe a range of writing genres with a specific focus on developing writing stamina
 - Using Meaningful Feedback:
 - Leadership team will observe classrooms for both frequent and immediate feedback
 - Leadership team will observe written feedback as evidence of student conferencing

Teacher Practice Goals:

80% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on Star, whichever is higher, by the end of the school year.

Student Learning Goals:

80% of my students will achieve their target or projected score, whichever is higher, by the end of the School Year.

What this means for teachers:

What this means for teachers: Teachers will continue to focus on and receive support on realizing the social emotional needs of students through literacy with targeted PD, observations, feedback, and improved curriculum materials:

1. Teachers will strive for deeper connections with their students by planning and delivering rigorous based instruction, individualized to student, needs by analyzing data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student need
 - Teachers will be engaged in the process of revising the Units of Study and the development of targeted PD
2. Teachers will continue to engage students in meaningful work that supports them as developing readers and writers.
 - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor and stamina through The Learning Cycle.
3. Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
 - Teachers will focus on implementing best practices and strategies to improve

instruction and analyze data to make the largest impact on student achievement

4. Teachers will be observed during learning walks and be presented with targeted feedback referencing priorities of this plan.

- Teachers will base their instruction on rigorous standards based objectives, formative data and meaningful feedback.
- Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice. (units to be revised 18/19)
- Administrative directed time will be utilized to analyze student work, plan targeted instruction and provide additional professional development in writing as needed.

What this means for building leadership:

1. Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
2. Principals will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
3. Principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
4. Principals will participate in tiered ELA support with the Deputy Superintendent, Curriculum, Data and Assessment Manager based upon their MCAS 2.0 scores and other related data points.
5. Principals will participate in ongoing ELA training as necessary to target ELA instructional

“Practices and standards based instruction”-What this means for principals:

- Principals will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- School Performance meetings will be held every 5 to 10 weeks monitoring student data in our high priority schools.

What this means for TLSs:

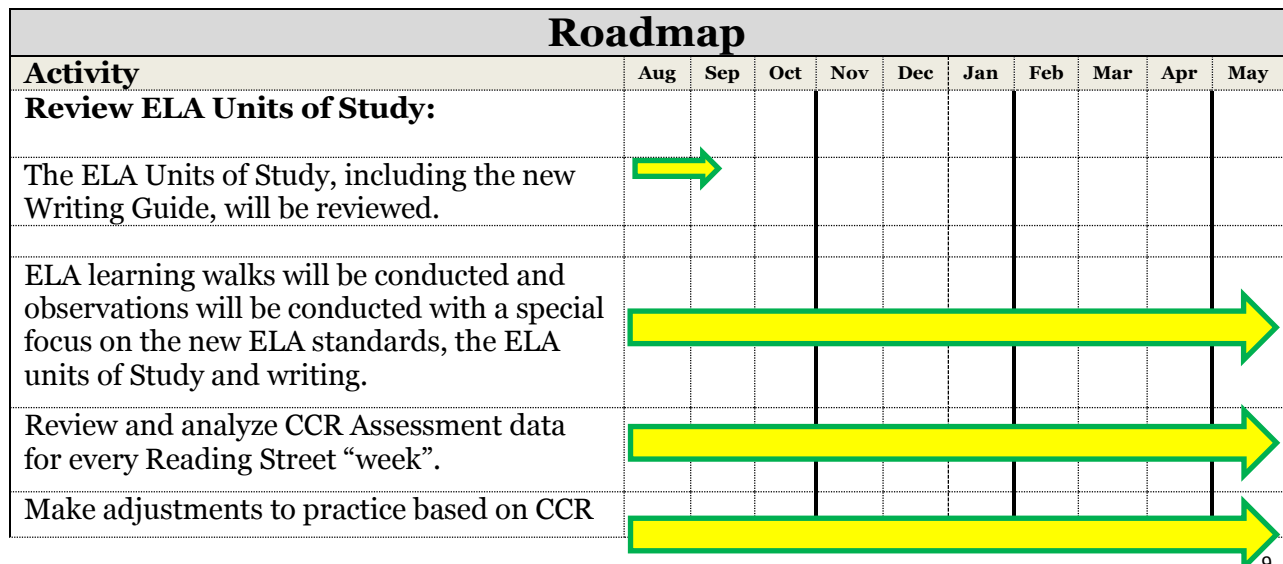
TLSs will participate in year-long professional development with Focused Schools targeting the coaching cycle and their role in improving student outcomes

- TLSs will form and participate in learning walk teams targeting the implementation of
















the goals of this plan including rigorous standards based objectives, formative data and meaningful feedback.

- TLSs will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLSs will monitor and reflect on their own practices through the use of a reflection journal and discussion during monthly PD meetings

Key Milestones:		
<p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Review the ELA Units of Study ➤ Ongoing Writing PD. ➤ BOY ELA STAR will be administered and data will be analyzed. ➤ An RtI model will be developed based on data analysis ➤ DIBELS will be administered and data will be analyzed. ➤ MCAS 2.0 data will be reviewed and analyzed. ➤ STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students. ➤ School Read Aloud ➤ Lesson studies will be conducted 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year. ➤ Ongoing Writing PD. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn. ➤ Create intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students. ➤ MOY STAR, and DIBELS Data will be collected and analyzed to provide the skills students are ready to learn. ➤ Continuation of lesson studies 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year. ➤ Ongoing Writing PD. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn. ➤ Adjust intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students. ➤ Continue to review and analyze STAR ELA progress monitoring data. ➤ Continuation of lesson studies



data.									
Ongoing Writing PD:									
Writing PD will cycle throughout the school year to include specialized PD for all genres. This will include: unpacking standard, creation of mini lessons, creating ladder of proficiency, & analyzing student work.									
Teachers will analyze student writing with same grade level colleagues, using the "Collaborative Cycle in Action" Protocol									
Principal will collect writing samples of a low, on level and above level student per classroom, per genre.									
Students will set writing goals, in their student data binder, in the beginning of every unit for every genre.									
Students will complete a baseline writing prompt which teachers will use to analyze and begin creating mini lessons.									
Teachers will use exemplar writing binder with sample student writing that was created in previous years.									
Cohesive peer editing marks and annotating marks will be used throughout grade levels									
Criteria for Success will be used for every writing assignment.									
Mini lessons will be developed based on unpacking of the standards (PD), analyzation of student work and student need.									
Students will use accountable talk when peer editing, sharing work and conferencing.									
Teachers will conference with students at least once a week and feedback will be noted on each student's data binder using the ladder of proficiency (grades 2-5).									
Students will compare their baseline assessment and their last unit writing prompt. Data will be recorded in the student data binder.									
ELA STAR will be administered and data will be analyzed:									
BOY ELA STAR will be administered.									
BOY ELA STAR data will be analyzed by grade level teams, TLS and principal.									
Goals will be set for each student.									
ELA data wall will be created.									
Teachers and students will set goals and note them in their data binders.									
Student goals will be set based on target or projected score on Star (whichever is higher).									
Students will be progress monitored every 6 weeks.									

Data will be analyzed and adjustment to practice will be made.	
RTI model will be developed:	
An RtI model utilizing formative assessment, intervention and acceleration periods will be implemented to obtain increased student time on standards/skills.	
Data will be reviewed after every progress monitoring cycle and new groups will be created or adjustments within groups will be made.	
Progress Monitor STAR data to identify standards/skills students' area ready to learn.	
DIBELS will be administered and analyzed:	
DIBELS will administered.	
Parent reports will be sent home with progress reports.	
Progress monitoring will be conducted based on district set schedule. Adjustments to instruction and groups will be made at this time.	
Groups and interventions will be developed based on data.	
MCAS 2.0 data will be reviewed and analyzed:	
Teachers will analyze MCAS data and create a list of strengths and weaknesses.	
Adjustments to practice will be made based on data and findings.	
School Read Aloud	
Whole school will read "Charlie and the Chocolate Factory".	
Pre-selected vocabulary words will be discussed and context clues will be used to define the words.	
Writing prompts will be administered.	
Work aligned with standards RL 1, 2 & 3 will be assigned/completed and a gallery walk will be conducted during the ELA family night.	
Lesson Studies:	
Lesson Studies will be conducted, at least one for ELA.	

Initiative 2: Math

Team Members: All staff



Final Outcomes:

- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
 - Measured through: Progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
 - Measured through: Principal and CDAM's learning walk logs that cite specific observation evidence.
- CDAM's will conduct at least three math-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected detailing the following dimensions of math practice: **Rarely Seen, Developing, or Fully Embedded**

Teacher Practice Goals:

80% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on Star, whichever is higher, by the end of the school year.

Student Learning Goals:

80% of my students will achieve their target or projected score, whichever is higher, by the end of the School Year.










What this means for teachers:















- Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to develop and implement more complex tasks for students to apply their learning.

What this means for building leadership:

- Principals will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans based on data.
- Principals will set clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms through learning walks and observations.
- Principal will conduct Data meetings based on STAR, formative assessment, CFA's and student work will be held every 4 to 6 weeks.

Key Milestones:		
<u>Nov. 1:</u> <ul style="list-style-type: none"> ➤ Conduct Math focused observations and learning walks. ➤ Review with teachers the Elementary Curriculum Maps and Scope and ➤ Review and analyze MCAS 2.0 math data. ➤ Review and STAR Math BOY data. ➤ Review and analyze enVision Topic Assessment data. ➤ Differentiated Instruction will be planned and implemented ➤ Review and analyze STAR Math progress monitoring data. ➤ Implement Math Journals for all students in grades 1-5. ➤ Conduct Lesson Studies 	<u>Feb. 1:</u> <ul style="list-style-type: none"> ➤ Conduct Math focused observations and learning walks. ➤ Continue to review and analyze enVisiosn Topic Assessment data. ➤ Continue to review and analyze STAR Math progress monitoring data. ➤ Continue to implement Math Journals for all students in grades 1-5. ➤ Continuation of lesson studies 	<u>May 1:</u> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year. ➤ Analyze STAR data to ensure students are making effective growth. ➤ Progress Monitor STAR data to identify standards/skills students are ready to learn and make adjustments to practice. ➤ Continue to implement Math Journals for all students in grades 1-5. ➤ Continuation of lesson studies

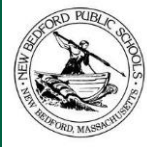
Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Review Elementary Curriculum Maps and Scope and Sequences:											
Review the Curriculum Maps and Scope and Sequence with all teachers.											
Review and analyze enVision math Assessment data for every topic.											
Make adjustments to practice based on topic and performance assessments.											
Math focused observations and learning walks will be conducted.											
Lesson studies will be conducted – at least 1 per teacher in math											
Review and STAR Math BOY data:											
BOY Math STAR will be administered.											
BOY Math STAR data will be analyzed by grade level teams, TLS and principal.											
Goals will be set for each student.											
Math data wall will be created.											

Teachers and students will set goals and note them in their data binders.									
Differentiated instruction:									
Formative assessment will be used to develop intervention and acceleration periods in order to differentiate instruction and obtain increased student time on standards/skills.									
Data will be reviewed after every progress monitoring cycle and new intervention groups will be created or adjustments within groups will be made.									
Schedule of math block will be redesigned so that differentiation/intervention will occur in the beginning of the block. These will be determined by the previous day's exit tickets.									
Progress Monitor STAR data to identify standards/skills students' are ready to learn.									
Math centers will be designed based on student needs.									
Implement Math Journals for all students in grades 1-5:									
All students will be given a math journal.									
Students will answer higher order thinking questions in their math journals a minimum of 3 times a week.									
Students will answer the higher order thinking questions via mathematical computation and explain their thinking in words.									
Teachers will develop constructed response, short answer and selected response like questions for math journals.									
Teachers will provide effective feedback to each student in order to help boost student achievement.									
Teachers will analyze student work with same grade level colleagues, using the "Collaborative Cycle in Action" Protocol									
MCAS 2.0 data will be reviewed and analyzed:									
SILT will analyze MCAS data and create a list of strengths and weaknesses.									
Data and analysis will be shared with teachers (across grade levels).									

Adjustments to practice will be made based on data and findings.



Initiative 3: Student Support Systems (SEL, SPED, ESL)



Team Members: All Taylor staff

Final Outcomes:

By EOY, the Taylor School will have fully implemented PBIS system and Social Thinking Curriculum.

By EOY, all staff members will have had an introduction of Mindfulness and will have implemented aspects of it in their classrooms.

Teacher Practice Goals

- The goal is for teachers to support and implement positive behavioral supports through the continuation of PBIS system to benefit and impact all student, staff, and school culture.
- Through PBIS, Social Thinking Curriculum and introduction to Mindfulness, the Taylor School will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Student Learning Goals

- Students benefit from schools that have positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth.
- A system for student support regarding positive behavioral development reduces problem behaviors, improves student engagement and academic performance through consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets.

What this means for teachers:

Teachers are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments. The continuation of PBIS teams, the Social Thinking Curriculum, and introduction to Mindfulness, will help establish a positive student support system and looking at safe and supportive school data to drive continued school based action plans, professional development, and systems analysis.

What this means for building leadership:

Principal will play an essential role in looking at and evaluating the effectiveness of the ongoing positive supportive systems and working towards the decrease of at-risk discipline metrics that impact time on learning. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.

Key Milestones:

Nov. 1:

- Taylor School PBIS team will attend Regional PBIS Training.
- Taylor School PBIS team will







Feb. 1:

- Taylor School PBIS team will continue to demonstrate effective use of

May 1:


- Fidelity in the use of PBIS strategies will develop a positive, supportive and

<p>make adjustments to the school wide behavior metric with clear expectations.</p> <ul style="list-style-type: none"> ➤ Social Thinking and Zones of Regulation individual and small group instruction will begin. ➤ Mindfulness PD will take place. 	<p>PBIS strategies.</p> <ul style="list-style-type: none"> ➤ At least 80% of PBIS action plan will be in place (i.e. school climate survey, Tier 1 interventions, office referral, data collection tool). ➤ Targeted grade levels will be introduced with Social Thinking and Zones of Regulation key concepts and common language . ➤ Aspects of Mindfulness will be evident in 60% of classrooms. 	<p>safe school climate.</p> <ul style="list-style-type: none"> ➤ Taylor School will have embedded Social Thinking methodology and language and have introduced six Social Thinking Concepts ➤ Tier 2 and Tier 3 students will demonstrate social and emotional behavioral growth. ➤ Aspects of Mindfulness will be evident in 80% of classrooms.
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Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Taylor School PBIS team will be established and will attend Regional PBIS Training. Following PBIS trainings, team will share resources with all faculty members, students and families:											
Faculty will meet to determine/establish PBIS team.											
PBIS leaders will attend regional PBIS trainings.											
PD on PBIS resources will be scheduled. PBIS team will meet monthly. Faculty will be provided updates monthly and as needed.											
Taylor School PBIS team will develop and implement PBIS action plan and behavioral expectation Matrix:											
Taylor school will continue to implement a school wide behavior reinforcement system utilizing “Caught Being Good” tickets, Taylor Sailor Whale, Student of the Month as a means of acknowledging students who are following Taylor Sailor Expectations.											
PBIS team will review the systematic office/discipline referral procedure, to include a referral form. This will include a distinction between “minor” and “major” offenses, what they look like, and how they are to be addressed. Teachers will use this referral procedure for any disciplinary issue.											
PBIS team will develop a method/strategy to monitor ongoing effectiveness of school-wide											

behavior supports and interventions, including staff's perceptions of efficacy.									
Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum:									
Support team will provide PD opportunities for all staff regarding specific targeted Social Thinking concepts.									
SAC and support team will identify target needs and establish small group Social Thinking/Zones of Regulation lessons and skill development for target populations.									
Targeted grade levels will have been introduced with Social Thinking and Zones of Regulation key concepts and common language.									
Support team will analyze data from behavior plans, Social Thinking rubrics, and student discipline referrals to ensure that Social Thinking and Zones of Regulation are being implemented with fidelity and are effective in increasing social and emotional behavioral growth.									
Professional Development on Mindfulness will be conducted:									
Mindfulness PD will be conducted									
Teachers will implement Mindfulness strategies in their classrooms									

Initiative 4: Parent and Community Engagement



Team Members:

Final Outcomes:
 By EOY, the Taylor school will have evidence of diversified parent and family engagement activities. As a result, each topic description in the family survey will have increased by at least 10%.

Teacher Practice Goals:

- Engage parents/families in both academic and non-academic activities throughout the school year.
- Support and positively impact family engagement within their classrooms and within the Taylor

School to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children’s academic lives.

- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodology are an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals:

- Students benefits from increased family engagement, and diversifying the family engagement activities is creating an atmosphere in which parents and the Taylor School are aligned and working together to support students full academic potential.

Parent/Family Goals:

- All parents/families will feel a stronger home/school connection.

What this means for teachers:

Teachers are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and lines of communication with their parents.

What this means for building leadership:

Principals and family engagement teams will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They will determine ways to diversify their level of engagement and looking at data. Emphasis will also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

Key Milestones

Nov. 1:

- Create a Family and Community Engagement Team
- Share family survey data
- Open House
- Send home positive postcards – one per week per teacher
- Send thank you notes to all family who participated in the family engagement activity
- Send a survey to request feedback to all families who attended the family engagement activity
- Family and Community Engagement Team has met at least 2 times
- At least 2 PTO meetings
- Begin tracking family engagement data
- Awards for classroom with best attendance.

Feb. 1:

- Offered a total of 3 engagement activities at school
- Send thank you notes to all families who participated in the family engagement activities
- Send a survey to request feedback to all families who attended the family engagement activities
- Family and Community Engagement Team has met at least a total of 4 times
- Continue to track family engagement data
- Awards for classroom with best attendance.
- Rewards for perfect attendance

May 1:

- Complete family engagement data
- Offered a total of 4 engagement activities at school
- Send thank you notes to all family who participated in the family engagement activity
- Send a survey to request feedback to all families who attended the family engagement activity
- Conduct district wide family engagement survey
- Awards for classroom with best attendance.
- Rewards for perfect attendance

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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Family Engagement efforts:										
Create a Family and Community Engagement Team	→									
Schedule monthly meetings for team to meet throughout school year	→									
Share family survey data with staff	→									
Plan 2 winter family engagement activities with pre and/or post family components that aligns with Charlie and the Chocolate Factory	→									
Plan a spring family engagement activity with a pre and/or post family component	→									
Send thank notes to families who participated in the family engagement activities	→									
Send surveys to families who participated in the family engagement activities requesting feedback	→									
Conduct Open House	→									
PTO efforts:										
Solicit parents to sign up for PTO during Open house	→									
Conduct 1st PTO meeting	→									
Schedule and conduct Monthly PTO meetings	→									
Other engagement efforts:										
Track family engagement data	→									
Conduct district wide family engagement survey	→									
Conduct grade level performances	→									
Each grade will complete a “fun family project” that is aligned with the MA standards, which families will help their child produce. These will then be on display in the school and families will be invited to see the display.	→									
“Good News” postcards will be sent home, at least once a week by every teacher.	→									
Teachers will use “Remind” app to communicate with parents	→									
Grades 2-5 use agenda for daily two-way communication with parents	→									
Grades PK-1 use home/school folders for daily two-way communication with parents.	→									
Provide parents with updates and “good news” via our Facebook page and website.	→									
Rewards for attendance:										
Each month provide the classroom with the best attendance a whole class reward.	→									
Recognize and provide rewards for students with perfect attendance for the first	→									

trimester.											
Recognize and provide rewards for students with perfect attendance for the second trimester.											
Recognize and provide rewards for students with perfect attendance for the third trimester.											
Recognize and provide rewards for students with perfect attendance for the whole school year.											
Work with the attendance officer to outreach and develop positive relationships with families who have poor attendance.											



Section 4. Develop a targeted PD plan to support SIP

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
ELA-Writing	Teachers will have more resources for writing instruction. Students will become more proficient writers.	Teachers are eager to continue to improve their writing instruction.	Writing instruction will be more purposeful and rigorous.
Mindfulness	Teachers will be able to implement Mindfulness strategies with their students to help them remain attentive, calm and decrease stress.	Teachers are always eager to learn new methods to help students regulate their emotions in order to increase academic performance and overall social emotional benefits.	Implementation of mindfulness strategies in classrooms.
Math	Teachers will be able to create and implement differentiated centers for their block.	Some centers are being implemented but require more rigor.	All teachers will implement math centers on a daily basis.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1:	ELA- Writing		
Instructional strategies:	Best Practices in Writing	Approximate dates:	Sept 2018-June 2019
Meeting	Learning objectives for teachers		Support needed
9/12/18	<ul style="list-style-type: none"> Teachers will work with same grade level colleagues and unpack standards (Narrative). Teachers will create a list of mini lesson they will use for Narrative writing. 		
9/19/18 & 9/26/18	<ul style="list-style-type: none"> Teachers will create a Ladder of Proficiency for Narrative Writing that is aligned to their mini lessons and the standard. Ladder of Proficiency will be posted in all classrooms, and in student data booklets in 		

	grades 2-5.	
10/9/18 & 4/9/19	<ul style="list-style-type: none"> • Analyzing Student Work (Narrative writing): <ul style="list-style-type: none"> ○ Teachers will analyze student writing with same grade level colleagues. ○ Teachers will provide growth producing feedback. ○ Teachers will identify areas of weakness and determine next steps. 	
10/31/18	<ul style="list-style-type: none"> • Teachers will work with same grade level colleagues and unpack standards (Argumentative). • Teachers will create a list of mini lesson they will use for Argumentative writing. 	
11/6/18	<ul style="list-style-type: none"> • Teachers will create a Ladder of Proficiency for Argumentative Writing that is aligned to their mini lessons and the standard. • Ladder of Proficiency will be posted in all classrooms, and in student data booklets in grades 2-5. 	
12/11/18 & 5/21/19	<ul style="list-style-type: none"> • Analyzing Student Work (Argumentative writing): <ul style="list-style-type: none"> ○ Teachers will analyze student writing with same grade level colleagues. ○ Teachers will provide growth producing feedback. ○ Teachers will identify areas of weakness and determine next steps. 	
11/6/18	<ul style="list-style-type: none"> • Teachers will work with same grade level colleagues and unpack standards (Informative/Explanatory). • Teachers will create a list of mini lesson they will use for Informative/Explanatory writing. 	
11/6/18	<ul style="list-style-type: none"> • Teachers will create a Ladder of Proficiency for Informative/Explanatory Writing that is aligned to their mini lessons and the standard. • Ladder of Proficiency will be posted in all classrooms, and in student data booklets in grades 2-5. 	

11/6/18	<ul style="list-style-type: none"> • Each teacher will receive MCAS writing sample. • Each teacher will use the rubric to rate the writing. • Teachers will learn the actual rating and compare. • Discussion on strengths and weakness that were identified through the samples. 	
2/12/19	<ul style="list-style-type: none"> • Analyzing Student Work (Informative/Explanatory writing): <ul style="list-style-type: none"> ○ Teachers will analyze student writing with same grade level colleagues. ○ Teachers will provide growth producing feedback. ○ Teachers will identify areas of weakness and determine next steps. 	

Focus area 2:	Mindfulness	
Instructional strategies:	Implementing aspects of Mindfulness in the classroom	Approximate dates: Nov 2018 –Mar 2019
Meeting	Learning objectives for teachers	Meeting
11/28/18	<ul style="list-style-type: none"> • Teachers will be able to identify Mindfulness as paying attention in a particular way on purpose. • Teachers will be able identify the social emotional component that can be addressed through Mindfulness. 	
12/12/18	<ul style="list-style-type: none"> • Teachers will be able to identify Mindfulness as paying attention in a particular way on purpose. • Teachers will be able identify ways Mindfulness can be incorporated into their classrooms. 	
12/19/18	<ul style="list-style-type: none"> • Teachers will be able to experience modeled Mindfulness lessons so they can incorporate techniques in their own classroom. • Teachers will be able to conduct their own lessons by utilizing the Mindfulness packet. 	

1/2/19	<ul style="list-style-type: none"> Teachers will be able identify Mindfulness components by watching Taylor Sailors in action. Teachers will be able to share Mindfulness challenges and successes with their colleagues. 	
3/20/19	<ul style="list-style-type: none"> Teachers will share success stories they have experienced through the implementation of Mindfulness in their classrooms. 	

Focus area 3:	Math		
Instructional strategies:	Higher Order Thinking and Differentiation	Approximate dates:	Sept 2018-May 2019
Meeting	Learning objectives for teachers		Support needed
9/18/19	<ul style="list-style-type: none"> Teachers will review the scope and sequence of an Envisions Math lesson. Teachers will utilize the quick checks and determine flexible groupings. Teachers will incorporate predetermined groups into math centers. Teachers will create a list of ideas to use during center time, using Envisions or other resources. 		
11/14/18	<ul style="list-style-type: none"> Teachers will share ideas of math centers they implement in their classrooms. A gallery walk will be conducted where centers will be displayed. 		
11/13/18, 1/08/19 & 3/12/19	<ul style="list-style-type: none"> Teachers will meet by grade level and analyze math journals: <ul style="list-style-type: none"> Compare/contrast Provide effective feedback Discuss how to make it more rigorous so that students can implement strategies on the constructed response, short answer and selected response section of MCAs. 		
1/15/19	<ul style="list-style-type: none"> Center ideas to target AL students 		
1/22/19	<ul style="list-style-type: none"> Grade 3-5 teachers will develop constructed response, short answer and selected response like questions for math journals. 		Old MCAS questions
4/23/19 & 4/24/19	<ul style="list-style-type: none"> Vertical teams to discuss math “must knows” for next grade level. 		

