

William H. Taylor School

Plan Overview 2019-2022

Created: 9/11/2019 Reviewed and edited 10/13/2020

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 Increase student achievement by strengthening teaching and learning.	2. Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.	3. Strong Family/Community Relationships: Empower families and the community through collaboration.	4. Organizational Team Excellence: Cultivate and recruit a highly skilled workforce.	5. Public Confidence and Pride: 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.			
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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 74% in 2020 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 69% in 2020 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 76% in 2020 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 74% in 2020 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 64% in 2020 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 76% in 2020 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 22% in 2020 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 12% in 2020 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 62% in 2020 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 60% in 2020 to 68% in 2022.

Outcome 1K. Increase the percentage of K 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 82% in 2020 to 90% in 2022.

Outcome 1L. Increase the percentage of grade 1 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 74% in 2020 to 82% in 2022.

Outcome 1M. Increase the percentage of grade 1 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 76% in 2020 to 84% in 2022.

Outcome 1N. Implementation of district provided online platforms during remote and hybrid instruction.

100% of teachers will utilize district provided online platforms, such as Freckle, myON, Lexia, ReadyMath during their remote and hybrid instruction.

Outcome 10. Implementation of google classroom for remote instruction.

100% of teachers will utilize google classroom for remote instruction.

Outcome 2A. Increase the number of Professional Development opportunities in order to meet the needs of teachers for online instruction.

50% of Professional Development will be designed to support teachers with implementing online instruction using online platforms.

Outcome 2A. Increase the percentage of students who respond favorably on school climate surveys administered by MA DESE.

Specific VOCAL survey questions or categories 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. *No accountability was reported last year by DESE.

Outcome 3A. Increase the number of staff members who use a Class Tag as a two-way communication tool.

The percentage of staff members who utilize Class Tag as a two-way communication tool to communicate with parents and families will meet 100%.

Outcome 3B. 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 mentees being mentored by a Taylor School teacher.

100% of mentees will be mentored by Taylor School teachers during the 2020-2021 school year.

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, 2020-2021

(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 <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Review of lesson plans	principal	bi-weekly	ongoing
Google classroom visits and physical learning walks with a focus on ELA	principal & TLS	weekly	ongoing
Google classroom visits and physical learning walks with a focus on math	principal & TLS	weekly	ongoing
Introduction of updated ELA curriculum map	Principal, TLS & Tiered Literacy Liaison	Aug 2020 & Nov 2020	ongoing
Introduction to the Ready Math pacing guide	Principal & TLS	Aug 2020	ongoing
Student Writing Analysis Protocol - continuation	principal & TLS	Nov 2020	ongoing
Math Diagnostic Assessment	teachers	Sept 2020	x
Writing Baseline	teachers	beginning of new writing genre	ongoing
Writing Post Assessment	teachers	end of each writing genre	ongoing
Analysis of student writing	teachers, TLS & principal	monthly	ongoing
Math Fluency Competition	Grades 1-5 teachers & TLS	monthly	ongoing

			awards given monthly
Whole School Read	teachers, TLS & principal	Nov 2020	ongoing
ELA RTI model will be implemented	teachers & TLS	Sept 2020	x
Lesson Studies	teachers & TLS	monthly	
Math Centers	teachers & TLS	daily	ongoing
Differentiated instruction based on formative assessments	teachers	daily	ongoing
Participation in Tiered Literacy	teachers, TLS & principal	ongoing	ongoing
Implementation of strategies learned in Tiered Literacy	teachers, TLS & principal	ongoing	ongoing
Set up Google classrooms	Teachers	Aug 2020	x
Set up daily schedule for remote learning	Teachers	Aug 2020	x
Set up daily schedule for hybrid model	Teachers	Oct 2020	x

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
ELA Star MOY - grades K-5	teachers	Jan 2021	x
Math Star MOY - grades 1-5	teachers	Jan 2021	x
Monthly student writing analysis	teachers, TLS & principal	monthly	ongoing

DRA	teachers	BOY, MOY & EOY	BOY & MOY completed
ELA Star EOY- grades K-5	teachers	June 2021	
Math Star EOY- grades 1-5	teachers	June 2021	
Collection and review of writing samples	TLS & principal	monthly	ongoing
Collection and review of math journals	TLS & principal	monthly	ongoing
Math Fluency Progress	TLS	bi- monthly	ongoing

Strategic Objective/Initiative: Effective Student Support Systems:

2. Create an inclusive, culturally responsive learning environment.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
2.1			
PD: Google Classroom	principal & teachers	Aug 2020	x
PD: Lexia	principal & Lexia Team	Aug 2020 & Nov 2020	x
PD: online platforms	principal	Aug 2020 & when needed	ongoing
PD: Ready Math	Ready Math	Aug, Nov 2020,	

		Feb, May 2021	
PD: Updated Curriculum Maps with Tiered Literacy	Principal, TLS & Tiered Literacy Liaison	Nov 2020	
2.2			
Implementation of PBIS strategies	PBIS team	monthly	ongoing
Implementation of Whole Child	Principal, SAC & teachers	monthly	x
2.3			
Daily attendance phone calls	secretary	daily	ongoing
Classroom attendance recognition	SAC & principal	monthly	ongoing
Perfect attendance rewards	SAC & principal	trimester	
Work with attendance officer to outreach and develop positive relationships with families with poor attendance	attendance office, SAC, nurse, TLS principal, teachers	ongoing	limited

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
2.1			
PD exit tickets	teachers/ principal	ongoing	ongoing

2.2			
VOCAL questionnaire	principal	June 2021	
Social/Emotional Data	SAC & principal	monthly	ongoing
2.3			
Attendance rate	principal	weekly	ongoing

Strategic Objective/Initiative: Strong Family/Community Relationships:

3. Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
3.1			
Introduction of Class Tag	principal	Aug 2020	x
Utilize school/home communication folder in grades Pk-1	teachers	ongoing	ongoing
Utilize agendas in grades 2-5	teachers	ongoing	ongoing
3.2			
Virtual grade level family days	teachers	1x per year/per grade	
Parent/Teacher conferences	teachers	1x per year	

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
3.1			

Number of views on Facebook	principal	ongoing	ongoing
Increase in number of staff who utilize electronic communication tools	teachers	ongoing	ongoing
Increase number of tools used to highlight Taylor School	principal	ongoing	ongoing
3.2			
Positive feedback on surveys	principal	ongoing	ongoing

Strategic Objective/Initiative: High Quality Instruction

4. 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
4.1			
Teachers will identify areas of preferred PD	principal	Oct 2020	x
Recruit teachers to provide differentiated PD	principal	ongoing	ongoing
Differentiated PD will be planned	TLS/ principal	ongoing	ongoing
4.2			
Recruit exemplar teachers to be mentors for new teachers	principal	Aug 2020	x

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>
4.1			
Teachers will provide differentiated PD to colleagues	Teachers	ongoing	ongoing
Principal and TLS will provide differentiated PD	TLS/ principal	ongoing	ongoing
4.2			
New educators will have a mentor in building to help support them	teachers	ongoing	ongoing
Exemplar educators will share their expertise with new educators	teachers	ongoing	ongoing

Strategic Objective/Initiative: High Quality Instruction

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

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
5.1			
Introduction Class Tag as the preferred choice of two way virtual communication tool	principal	Aug 2020	x
Grade level family presentation	teachers	1 per year/per grade	
5.2			
Weekly updates on Facebook	principal	weekly	ongoing
School wide videos	Principal/health teacher	ongoing	ongoing

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
5.1			
Parent remote learning survey	principal	2xs a year	
Parent hybrid survey	principal	2xs a year	
Teacher communication logs	teachers	ongoing	ongoing
5.2			
Number of views on Facebook	principal	ongoing	ongoing
Increase number of tools used to highlight Taylor School	principal	ongoing	ongoing

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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.