

School Improvement Plan

School Year: **2017-2018**

School: **William H. Taylor School**

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Section 1. Set goals aligned to the AIP

Instructions: Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

- *By MOY, K-2 students will realize at least a 20% reduction in students not meeting benchmark in grades K-2 in DIBELS.*
- *By EOY, K-2 students will realize at least a 40% reduction in students not meeting benchmark in grades K-2 in DIBELS.*
- *By MOY, the Taylor School will realize at least a 20% reduction in students not proficient or advanced in ELA and Math as measured by the STAR district benchmark*
- *By EOY, the Taylor School will realize at least a 40% reduction in students not proficient or advanced in ELA and Math as measured by the STAR district benchmark*
- *By MOY, the Taylor School will realize at least 5% of students in warning move into needs improvement in ELA and Math as measured by the STAR district benchmark*
- *By EOY, the Taylor School will realize at least 10% of students in warning move into needs improvement in ELA and Math as measured by the STAR district benchmark*
- *By MOY, the Taylor School will realize at least 5% of students in proficient move into advanced in ELA and Math as measured by the STAR district benchmark*
- *By EOY, the Taylor School will realize at least 10% of students in proficient move into advanced in ELA and Math as measured by the STAR district benchmark*
- *By MOY, the Taylor School will realize at least 60% of students will show high growth and/or high achievement in ELA and Math as measured by the STAR district benchmark.*
- *By EOY, the Taylor School will realize at least 80% of students will show high growth and/or high achievement in ELA and Math as measured by the STAR district benchmark.*

Do not fill in the shaded boxes below.

	SY17-18 BOY (Historical)			SY17-18 EOY (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	Gr. 2 – 28 Gr. 3 – 23 Gr. 4 – 14 Gr. 5 – 15	Gr. 2 – 1 Gr. 3 – 2 Gr. 4 – 3 Gr. 5 – 0	Gr. 2 – 12 Gr. 3 – 16 Gr. 4 – 12 Gr. 5 – 13	Gr. 2 – 17 Gr. 3 – 14 Gr. 4 – 8 Gr. 5 – 9	Gr. 2 – 1 Gr. 3 – 1 Gr. 4 – 1 Gr. 5 – 0	Gr. 2 – 1 Gr. 3 – 2 Gr. 4 – 1 Gr. 5 – 2
Math	Gr. 2 – 28 Gr. 3 – 22 Gr. 4 – 22 Gr. 5 – 19	Gr. 2 – 4 Gr. 3 – 1 Gr. 4 – 0 Gr. 5 – 4	Gr. 2 – 9 Gr. 3 – 18 Gr. 4 – 7 Gr. 5 – 5	Gr. 2 – 17 Gr. 3 – 13 Gr. 4 – 13 Gr. 5 – 11	Gr. 2 – 1 Gr. 3 – 1 Gr. 4 – 0 Gr. 5 – 1	Gr. 2 – 1 Gr. 3 – 2 Gr. 4 – 1 Gr. 5 – 1
Science (grades 6-12 only)						

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

Instructions: School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improved student outcomes.

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- RTI data
- Mobility
- Course failures

Teacher data:

- Teacher attendance
- Panorama

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

DIBELS:

K: 88% of students met benchmark (+28% increase)

Grade 1: 83% of students met benchmark

Grade 2: 96% of students met benchmark

ELA MCAS:

To be completed once official scores are released

ELA Galileo:

Grade 2: 85% of students scored a level 4 or 5 in the EOY ELA Galileo assessment. The inclusion class had 100% of students score a level 4 or 5 by EOY.

Grade 3: 76% of students scored a level 4 or 5 in the EOY Galileo assessment for ELA.

Math MCAS:

To be completed once official scores are released.

Math Galileo:

Grade 2: 85% of students scored a level 4 or 5 in the EOY Math Galileo assessment. The inclusion class had 100% of students score a level 4 or 5 by EOY.

Grade 3: 92% of students scored a level 4 or 5 in the EOY Math Galileo assessment.

Grade 5: 75% of students scored a level 4 or 5 in the EOY Math Galileo assessment, which is a 42% increase from BOY (33% to 75%).

Preliminary MCAS Writing:

Grade 3: average writing – 47% compared to 40% for the district and 43% for the state.

Grade 4: average writing – 67% compared to 48% for the district and 53% for the state.

Grade 5: average writing – 53% compared to 43% for the district and 53% for the state.

Family survey:

Barriers to Engagement: Taylor 63% NBPS 57%

Community Survey Items: Taylor 84% NBPS 78%

School Climate: Taylor 89% NBPS 83%

Parent Support: 83% NBPS 80%

School Fit: Taylor 78% NBPS 74%

Social and Emotional Learning:

Full time SAC

Mindfulness implemented in 4 classes.

(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?**

DIBELS:

Grade 2: 96% of students met benchmark; however, there was a 2% decrease from BOY to EOY.

ELA MCAS:

To be completed once official scores are released.

Preliminary data:

Grade 3:

R.3.07	Analyze how a picture contributes to the overall understanding of the passage.
L.1.01	Determine the part of speech of two words used in the poem.
L.1.02	Determine the purpose of punctuation used in words from the poem.

Grade 4:

R.1.02	Identify the main idea of a portion of the article.
R.1.02	Identify the main idea of the passage.
R.1.03	Identify a description of a character and supporting evidence from the passage.

Grade 5:

R.1.01	Make an inference based on information presented throughout the article.
R.3.07	Analyze how an illustration and a detail from the passage each contribute to an understanding of a character.
L.3.04	Identify the meaning of a vocabulary word in context.

ELA Galileo:

Grade 4: 47% of students scored a level 4 or 5 in the EOY ELA Galileo assessment. This was a 13% increase from BOY; however, Taylor students scored 5% lower than the district.

Grade 5: 59% of students scored a level 4 or 5 in the EOY ELA Galileo assessment. This was a 16% increase from BOY and 3% higher than the district.

Math MCAS:

To be completed once official scores are released.

Preliminary data:

Grade 3:

3.OA.4.09	Determine the next number of a given pattern in a multiplication table.
3.NBT.1.03	Given a real-world situation, determine the product of a one-digit number and a multiple of 10.
3.MD.1.02	Determine the mass by interpreting a scale and solve a one-step word problem with subtraction.

Grade 4:

4.G.1.01	Determine which two-dimensional figure has the given number of acute angles.
4.OA.1.03	Solve a multi-step real-world problem involving addition, multiplication and division with whole numbers.
4.G.1.02	Identify which statement is true about the properties of a right triangle.

Grade 5:

5.NBT.1.03	Find the least value from a table that includes mixed numbers and decimals.
5.MD.1.01	Convert meters to centimeters in a real-world context.
5.NBT.1.02	Determine the quotient of a decimal and a power of ten.

Math Galileo:

Grade 4: 70% of students scored a level 4 or 5 in the EOY Math Galileo assessment. This was a 22% increase from BOY; however, Taylor students scored 3% lower than the district.

Family Survey:

Parent Engagement: Taylor 45% NBPS 49%.

Initiative 1: ELA



Team Members: Taylor School Staff

Final Outcomes:

Teacher Practice Goals

- By EOY, data collected will demonstrate that teachers are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study, (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide for writing instruction.
- Appropriate practices will be created for every lesson to accommodate differences in learning styles and needs for all below level students in ELA.
- Appropriate practices will be created for every lesson to challenge all advanced students.

Student Learning Goals

- By EOY the Taylor School will realize at least a 40% reduction in students “Not Proficient” or “Advanced” in Reading and ELA for Grades K-5 in STAR and/or DIBELS.
 - Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS.
- By EOY, there will be a 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA.

What this means for teachers:



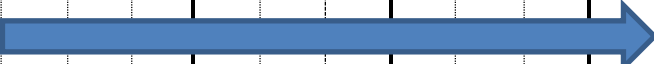
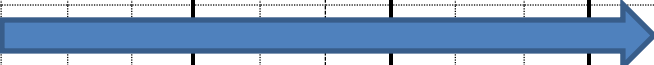
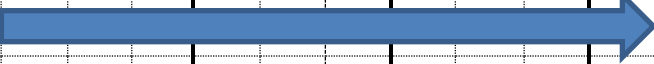
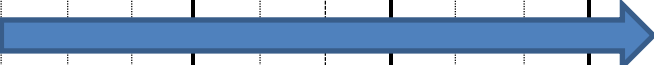

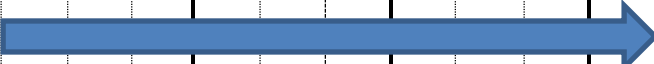


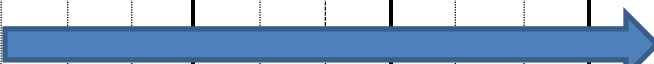
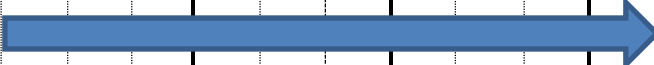
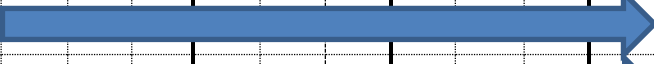

Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:



















- Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes.
- Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” “you do”).
- Teachers will have continued PD opportunities, aligned to the districts focused literacy goals, throughout the school year.
- Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement.

What this means for building leadership:

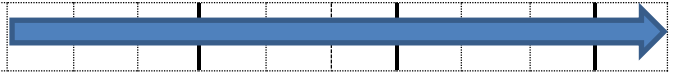
- Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
- Principal will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre).
- Principal 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.
- Principal will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores.
- Principal will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction.
- Principal will meet with teachers every 5 weeks to monitor student data.

<p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ New ELA Units of Study, including the new Writing Guide. ➤ Ongoing Writing PD. ➤ BOY ELA STAR will be administered and data will be analyzed. ➤ An RtI model will be developed ➤ 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. 	<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. 	<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.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
New ELA Units of Study, including the new Writing Guide:										
Teachers will be given the new ELA Units of Study, including the new Writing Guide.										
PD on the new ELA Units of Study and the Writing Guide will be provided.										
ELA learning walks will be conducted and observations will be conducted with a special focus on the new ELA standards, the ELA units of Study and writing.										
Review and analyze CCR Assessment data for every Reading Street “week”.										
Make adjustments to practice based on CCR 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 student friendly rubric, creating criteria for success, & 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.										
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.	
Students will compare their baseline assessment and their last unit writing prompt. Data will be recorded in the student data binder.	
BOY 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.	
40%/10% goals will be set.	
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:	
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 2: Math



Team Members: Taylor School Staff

Final Outcomes:

Teacher Practice Goals

- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embedded practices that emphasize conceptual understanding in all parts of their lesson.
- Appropriate practices will be created for every lesson to accommodate differences in learning styles and needs for all below level students in ELA.
- Appropriate practices will be created for every lesson to challenge all advanced students.

Student Learning Goals

- By EOY the Taylor School will realize at least a 40% reduction in students “Not Proficient” or “Advanced” in Math for Grades 2-5 in STAR.
 - Measured through: STAR, and MCAS 2.0 Math.
- By EOY, there will be a 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in math.

What this means for teachers:

- Teachers will 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 implement more complex tasks for students to apply their learning.

What this means for building leadership:

- Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principal will also support teachers in developing intervention plans based on data.
- Principal will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Principal will meet with teachers every 5 weeks to monitor student data.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Conduct Math focused observations and learning walks.
- Provide teachers with the Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math

Feb. 1:



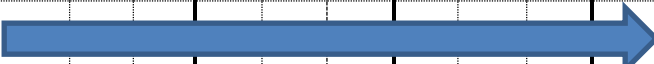
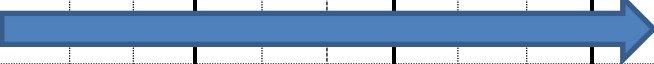











- Conduct Math focused observations and learning walks.
- Continue to review and analyze enVisiosn Topic Assessment data.
- Continue to review and

May 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 80% proficient at MOY.

<p>standards and review.</p> <ul style="list-style-type: none"> ➤ 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. 	<p>analyze STAR Math progress monitoring data.</p> <ul style="list-style-type: none"> ➤ Continue to implement Math Journals for all students in grades 1-5. 	<ul style="list-style-type: none"> ➤ 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.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math standards and review:										
Review the new Curriculum Maps and Scope and Sequence with all teachers.										
Introduce the 2017 Math standards and review 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.										
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.										
40%/10% goals will be set.										
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.										
Progress Monitor STAR data to identify standards/skills students' are ready to learn.										
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 provide effective feedback to each student in order to help boost student achievement.									
A book study, "How To Give Effective Feedback To Your Students" will be completed throughout the school year, and concepts learned will be applied to feedback provided in the math journals.									
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: SEL (Social Emotional Learning)



Team Members: All Taylor Staff

Final Outcomes: By EOY, the Taylor School will have evidence implementation of PBIS system and Social Thinking Curriculum.

Teacher Practice Goals

- The goal is for teachers to support and implement positive behavioral supports through the PBIS system to benefit and impact all student, staff, and school culture.
- Through PBIS and Social Thinking Curriculum 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. Through the formation and the establishment of PBIS implementation teams and the Social Thinking Curriculum, 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 (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Taylor School PBIS team will be established and will attend Regional PBIS Training.
- Taylor School PBIS team will develop a school wide behavior metric with clear expectations.
- Social Thinking and Zones of

Feb. 1:









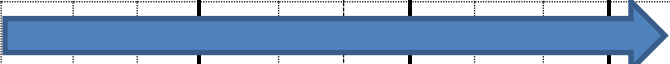
- Taylor School PBIS team will demonstrate effective use of initial PBIS strategies.
- At least 50% of PBIS action plan will be in place (i.e. school climate survey, Tier 1 interventions, office

May 1:

- Fidelity in the use of PBIS strategies will develop a positive, supportive and safe school climate.
- Taylor School will have embedded Social Thinking methodology and language and have

<p>Regulation individual and small group instruction will begin.</p>	<p>referral, data collection tool).</p> <ul style="list-style-type: none"> ➤ Targeted grade levels will be introduced with Social Thinking and Zones of Regulation key concepts and common language . 	<p>introduced six Social Thinking Concepts</p> <ul style="list-style-type: none"> ➤ Tier 2 and Tier 3 students will demonstrate social and emotional behavioral growth.
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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 coach will attend 3 days of PBIS training and team will attend 6 days of PBIS training(September, January, June).										
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:										
PBIS team will formalize action plan and being implementation.										
PBIS team will complete 1 st readiness inventory.										
Taylor school will begin implementing 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 develop a 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.										
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:										
SAC will attend monthly PD regarding Social Thinking overview the implementation of										

Social Thinking and Zones of Regulation curriculum and common language.										
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.										

Initiative 4: Parent and Community Outreach



Team Members: Taylor School Staff & PTO

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 (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Create a Family and Community

Feb. 1:






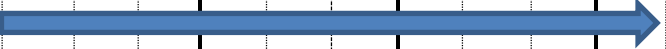










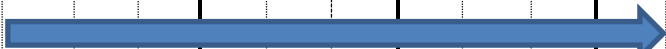

- Offered a total of 3




May 1:

- Complete family

<p>Engagement Team</p> <ul style="list-style-type: none"> ➤ Share family survey data ➤ Open House ➤ Offer at least one engagement activity at school (can be academic or non-academic) ➤ 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 	<p>engagement activities at school</p> <ul style="list-style-type: none"> ➤ 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 	<p>engagement data</p> <ul style="list-style-type: none"> ➤ 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
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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 a fall family engagement activity with a pre and/or post family component										
Plan 2 winter family engagement activities with pre and/or post family components										
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.										
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.	

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(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 <u>and</u> 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.
Effective Feedback	Feedback provided to students will assess learning, extend instruction, be specific and growth producing. Students will use the feedback to show academic growth and persevere through difficult tasks.	Some training was provided last year and teachers have had a strong start; however, additional training is needed for the continuation of effective feedback.	Students will be provided with more effective feedback, thus giving them the opportunity to learn from mistakes and show academic growth.
PBIS	PBIS will be implemented throughout the Taylor School.	Some aspects of PBIS are being implemented, but more specific strategies still need to be developed.	There will be common behaviors and expectations throughout the school; thus decreasing behavior difficulties and increasing a positive culture.

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

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	ELA		
Instructional strategies:	Best Practices in Writing	Approximate dates:	Sept 2017-June 2018
Meeting	Learning objectives for teachers		Support needed
10/18/17	<ul style="list-style-type: none"> • What They Should Know and What Is Knew <ul style="list-style-type: none"> ○ Teachers will work with same grade level colleagues and unpack standards (Narrative) ○ Teachers will compare what the students learned the previous year and what is new material. • Teachers will create a list of mini lesson they will use for Narrative writing <ul style="list-style-type: none"> ○ 		
10/19/17	<ul style="list-style-type: none"> • Look at Student Work <ul style="list-style-type: none"> ○ Teachers will look at sample student work and discuss annotations • Analyze Rubrics <ul style="list-style-type: none"> ○ Teachers will look at highlighted words and ensure that they know what rubric means and what it is looking for 		
10/24/17	<ul style="list-style-type: none"> • Student Friendly Rubric <ul style="list-style-type: none"> ○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Narrative writing • Criteria for Success <ul style="list-style-type: none"> ○ Teachers will create Criteria for Success for Narrative writing 		
10/25/17	<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 		

	<ul style="list-style-type: none"> colleagues <ul style="list-style-type: none"> ○ Teachers will provide growth producing feedback 	
11/14/17	<ul style="list-style-type: none"> ● What They Should Know and What Is Knew <ul style="list-style-type: none"> ○ Teachers will work with same grade level colleagues and unpack standards (Argumentative/Literary Analysis) ○ Teachers will compare what the students learned the previous year and what is new material. ● Teachers will create a list of mini lesson they will use for Argumentative/Literary Analysis 	
11/15/17	<ul style="list-style-type: none"> ● Student Friendly Rubric <ul style="list-style-type: none"> ○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Argumentative/Literary Analysis writing ● Criteria for Success <ul style="list-style-type: none"> ○ Teachers will create Criteria for Success for Argumentative/Literary Analysis writing 	
2/27/18	<ul style="list-style-type: none"> ● Analyzing Student Work (Argumentative/Literary Analysis) <ul style="list-style-type: none"> ○ Teachers will analyze student writing with same grade level colleagues ○ Teachers will provide growth producing feedback 	
3/6/18	<ul style="list-style-type: none"> ● What They Should Know and What Is Knew <ul style="list-style-type: none"> ○ Teachers will work with same grade level colleagues and unpack standards (Research 	

	<ul style="list-style-type: none"> Simulation) <ul style="list-style-type: none"> ○ Teachers will compare what the students learned the previous year and what is new material. ● Teachers will create a list of mini lesson they will use for Research Simulation 	
3/7/18	<ul style="list-style-type: none"> ● Student Friendly Rubric <ul style="list-style-type: none"> ○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Research Simulation writing ● Criteria for Success <ul style="list-style-type: none"> ○ Teachers will create Criteria for Success for Research Simulation writing 	
6/13/17	<ul style="list-style-type: none"> ● Analyzing Student Work (Research Simulation writing) <ul style="list-style-type: none"> ○ Teachers will analyze student writing with same grade level colleagues ○ Teachers will provide growth producing feedback 	

Focus area 2:	Math & ELA		
Instructional strategies:	Effective Feedback	Approximate dates:	Sept 2017-June 2018
Meeting	Learning objectives for teachers		Support needed
11/29/17	Introduction of “How to Give Effective Feedback To Your Students”		“How to Give Effective Feedback To Your Students” Book
12/5/17	Teachers will read chapter 2		
12/6/17	Use TOP 10 LIST strategies to review chapter 2: Set up: One Note-taker at the board, and one appointed Coordinator to keep members on track. Other group members present with their notes. Procedure: 1. Group members take turns sharing interesting facts, opinions or points they learned from the assigned reading. 2. Note-taker records as		

	<p>concisely as possible. 3. Coordinator can allow discussion to occur, but prevents discussion from going too far off topic. 4. When everyone is done sharing, the group evaluates their group’s work and directs Note taker to consolidate or eliminate notes. 5. Then the list is ranked from least important (10) to most important (1) of concepts cleaned from the chapter. 6. A cleaned up version of the notes is made available to all group members.</p>	
12/19/17	Teachers will read Chapter 3	
12/20/17	<p>Use ROUND ROBIN to review Chapter 3:</p> <p>Set up: Entire group seated in a circle, one Note taker, and one appointed Coordinator to keep members on track. Other group members are present with their notes. Procedure: • One group member begins discussion with a statement that begins with “I learned,” “I realized,” or “I now know” and shares something from the assigned reading that appealed to them. Refrain from evaluative statements such as “I think,” “I feel,” “I believe.” • When Group Member 1 is done, attention turns to his or her left. This member can either add on to GM 1’s statement, or begin a new statement of what he/she learned. • Discussion continues in this fashion until every member has spoken at least twice. • Group norms can determine if someone can “pass” one turn until later. • When discussion is concluded, Note taker records a summary of the meeting in group journal.</p>	
1/9/18	Teachers will read Chapter 4	
1/10/18	<p>Use SILENT WEBBING to review Chapter 4:</p> <p>Set up: Large pieces of chart paper or butcher paper, variety of colored markers (thin tipped) Procedure: • Coordinator leads discussion on what the group perceives the main ideas of the assigned reading were – two or three (or Coordinator decides beforehand, or uses ideas outlined in the reading itself). • Those main ideas become the center of each piece of chart paper, or spaced out in the center of the butcher paper. • Each GM takes one marker and, silently, adds thoughts, comments and reflections on each main idea. GMs can add on to the main idea “web” or add reflections on other</p>	

	<p>GMs ideas. This “silent discussion” continues as long as needed. • When the writing stops, the Coordinator brings group together for oral discussion on concluding or prevailing thoughts and discoveries. • Note taker records conclusions in group journal.</p>	
2/6/18	Read Chapter 5	
2/7/18	<p>Use Q AND A to review Chapter 5:</p> <p>Set up: Index cards, writing utensils Procedure: Each Group Member (GM) writes one open-ended question on the front of one index card about the assigned reading. The questions should be higher-order, but not evaluative. • Each GM will talk to every other GM, asking their questions to each other. GMs will reflect on the answers to each question, and write interesting and unique responses on the back of the index card. • When every question has been asked and answered, the group will come together as a whole. Coordinator will lead whole group discussions on concluding or prevailing thoughts, discoveries and revelations. • Note taker records conclusions in group journal.</p>	
3/13/18	Read Chapter 6	
3/14/18	<p>Use EXPENSE ACCOUNT to review Chapter 6:</p> <p>Set up: Each person in the group gets 3 tokens (pennies are easy to use). Procedure: • Coordinator explains activity and begins with an open-ended question about the assigned reading. • Each time someone speaks, they put a token in the center of the table. • If they don’t have any tokens left, they can’t speak. When everyone is out of tokens, everyone can retrieve their tokens and start the process over (with the same or new question). • Note taker records conclusions in group journal.</p>	
4/10/18	Teachers will read Chapter 7	
4/11/18	<p>Use AFFINITY MAP to review Chapter 7:</p> <p>Set up: chart paper, Post-its for everyone, writing utensils Procedure: • Coordinator begins with asking an open-ended analytic question that asks for defining elements of something, or that has many answers and thereby provides many points of</p>	

	<p>entry for deepening a conversation. • Participants write one idea in response per post-it note. Instruct them to work silently on their own. • Then, in silence, put all post-it notes on the chart paper. • Organizing: Reminding participants to remain silent, have them organize ideas by “natural” categories. Directions might sound like this: “Which ideas go together? As long as you do not talk, feel free to move any post-it note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong – but do this all in silence.”</p> <p>• Once groups have settled on an organization method, ask them to converse about the categories and come up with a name for each one. • Debrief, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think it missing? Were there any surprises?</p>	
5/8/18	Teachers will read Chapter 8	
5/9/18	Use preferred strategy to review Chapter 8.	

Focus area 3:	<i>Social- Emotional</i>		
Instructional strategies:	Provide support to all students to improve social and emotional behavioral growth.	Approximate dates:	[Sep 2017-June 2018]
Meeting	Learning objectives for teachers	Support needed	
September, PD	<p>Teachers will identify areas of social emotional and behavioral concerns. Develop classroom management systems.</p> <ul style="list-style-type: none"> • Identify universal expectations. • Review current positive behavior recognition strategies. • Teachers will develop classroom management systems which include: <ul style="list-style-type: none"> -Specific expectations and corresponding rewards/consequences -Primary interventions -Limitations -Adjustment of plans to meet specific needs 	Principal, Teachers, SAC	
October 10, 2017	<p>Share information from PBIS team training.</p> <ul style="list-style-type: none"> • Review current PBIS initiative and finalize action plan • Develop universal behavioral expectations matrix • Review current PBIS initiative and finalize action plan 	Teachers, SAC, Principal	
October 18, 2017	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Introduce PBIS action plan • Introduce universal behavioral expectation matrix • Discuss implementation of current PBIS strategies and introduce additional strategies 	Teachers, SAC, Principal, Support Staff, Nurse	
November 8, 2017	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Discuss implementation of PBIS strategies. Staff will share success strategies or challenges. • Staff will assess current target needs • Identify monthly target goal 	Teachers, Principal, SAC	
November 22, 2017	<p>Zones of Regulation and Social Thinking</p> <ul style="list-style-type: none"> • Identify key concepts of Social Thinking Curriculum 	Teachers, Principal, SAC	

	<ul style="list-style-type: none"> • Identify common language 	
December 12, 2017	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Identify progress of Action Plan • Develop a 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, Principal, SAC
January 17, 2018	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Develop a Continuum of Procedures to Discourage Behavior • Develop data-based procedures for monitoring SWPBIS implementation 	Teachers, SAC, Principal
February 13, 2018	<p>Zones of Regulation and Social Thinking</p> <ul style="list-style-type: none"> • Identify six primary Social Thinking concepts. • Develop plan for integration in classroom and school wide level 	Teacher, SAC
March 20, 2018	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Discuss implementation of PBIS strategies. Staff will share success strategies or challenges. • Staff will assess current target needs • Identify monthly target goal 	Teachers, SAC, Principal
April 24, 2018	<p>Zones of Regulation and Social Thinking</p> <ul style="list-style-type: none"> • Review six primary Social Thinking concepts. • Review Tier 2 and Tier 3 data 	Teachers, SAC, Principal
May 15, 2018	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Identify function of behavior • Understanding escalation and de-escalation 	Teachers, SAC, Principal
June 12, 2018	<p>Share information and training from PBIS team training with all staff.</p> <ul style="list-style-type: none"> • Review of data to assess progress and additional needs • Planning for the 2018-2019 academic school year. 	Teachers, SAC, Principal