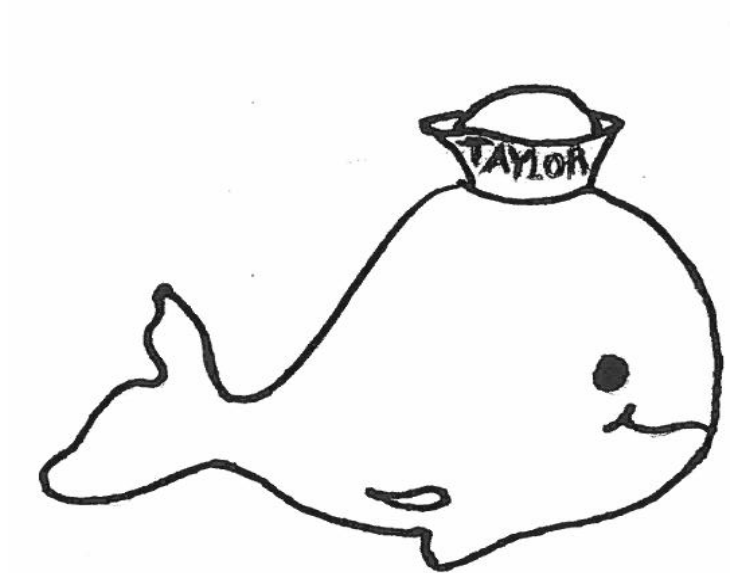


**William H. Taylor School
Plan Overview 2019-2022**

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Taylor School Staff**



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Plan Overview 2019-2022**

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<i>Mission</i>				
<i>Mission:</i> We are committed to developing a community of learners who are academically and socially proficient, demonstrate strong character, self-confidence, and cultural competency.				
<i>Vision</i>				
<i>Vision:</i> Inspire excellence through challenging, creative, and culturally responsive experiences. Support all students on their individual journey by maximizing their potential.				
<i>Core Values</i>				
Taylor School students are responsible, respectful, and safe.				
<i>Theory of Action</i>				
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.				
<i>Strategic Objectives</i>				
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.
<i>Strategic Initiatives</i>				
1.1 Provide differentiated instruction to all students.	2.1 Provide differentiated professional development to all staff that focuses on a mindset conducive to educating the whole child.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.1 Provide targeted professional development to build capacity of the school's staff.	5.1 Create and implement an effective communication plan to highlight Taylor School.
1.2 Implement instructional strategies and an aligned curriculum that promotes high expectations and engagements in all classrooms.	2.2 Use tiered supports to effectively meet the needs of all learners.	3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.	4.2 Recruit exemplar educators to be part of the mentoring program.	5.2 Utilize a variety of media to maximize awareness and support of Taylor School's goals, and objectives.

	2.3 Use a variety of strategies to increase attendance rates.			
Outcomes				
[Insert specific and measurable outcomes]				
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Outcome 1N. Implementation of district provided online platforms during remote and hybrid instruction.</p>				

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 2021-2022 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, 2021-2022

(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
Review of lesson plans	principal & MEQ	bi-weekly
Learning walks with a focus on ELA	principal, MEQ & TLS	weekly
Learning walks with a focus on math	principal, MEQ & TLS	weekly
Introduction of new ELA curriculum	Principal, MEQ & TLS	Aug 2021 & Sept 2021
Continuation of Ready Math program	Principal, MEQ & TLS	Aug 2021
Student Writing Analysis Protocol - continuation	principal, MEQ & TLS	bimonthly
Math Diagnostic Assessment	teachers	Sept 2021
Writing Baseline	teachers	beginning of new writing genre
Writing Post Assessment	teachers	end of each writing genre
Analysis of student writing	teachers, TLS & principal	monthly

ELA RTI model will be implemented	teachers, interventionist , TLS, MEQ & principal	Sept 2021
Lesson Studies	teachers & TLS	monthly
Differentiated instruction based on formative assessments	teachers	daily
Participation in Tiered Literacy	teachers, TLS & principal	ongoing
Implementation of strategies learned in Tiered Literacy	teachers, TLS, MEQ & principal	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
ELA Star MOY - grades K-5	teachers	Jan 2022
Math Star MOY - grades 1-5	teachers	Jan 2022
Monthly student writing analysis	teachers, TLS, MEQ & principal	monthly
DRA	teachers	BOY, MOY & EOY
ELA Star EOY- grades K-5	teachers	June 2022
Math Star EOY- grades 1-5	teachers	June 2022
Collection and review of writing samples	TLS, MEQ & principal	monthly

Collection and review of math journals	TLS, MEQ & principal	monthly
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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
2.1		
PD: UDL	principal & teachers	Nov - Dec 2021
PD: Into Reading	principal, TLS & MEQ	Aug 2021 & Sept 2021
PD: Ready Math	Ready Math	Aug, Nov 2021
PD: Writing	Principal, MEQ, TLS & Tiered Literacy Liaison	monthly starting in Dec
2.2		
Implementation of PBIS strategies	PBIS team	monthly
Implementation of Whole Child	Principal, MEQ, SAC & teachers	monthly
2.3		
Daily attendance phone calls	secretary	daily

Classroom attendance recognition	SAC & principal	monthly
Perfect attendance rewards	SAC & principal	trimester
Work with attendance officer to outreach and develop positive relationships with families with poor attendance	attendance office, MEQ, SAC, nurse, TLS principal, teachers	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
2.1		
PD exit tickets	teachers/ principal	ongoing
2.2		
VOCAL questionnaire	principal	June 2022
Social/Emotional Data	SAC & principal	monthly
2.3		
Attendance rate	principal	weekly

Strategic Objective/Initiative: Strong Family/Community Relationships:

3. Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date

3.1		
Utilize Class Tag	principal	Aug 2020
Utilize school/home communication folder in grades Pk-1	teachers	ongoing
Utilize agendas in grades 2-5	teachers	ongoing
3.2		
Grade level family days	teachers	1x per year/per grade
Parent/Teacher conferences	teachers	1x per year

Measuring Impact

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

Strategic Objective/Initiative: High Quality Instruction

4. Cultivate and recruit a highly skilled workforce.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date
4.1		
Teachers will identify areas of preferred PD	principal	Oct 2021
Recruit teachers to provide differentiated PD	principal	ongoing
Differentiated PD will be planned	TLS/ principal	ongoing
4.2		
Recruit exemplar teachers to be mentors for new teachers	principal	Aug 2021

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
4.1		
Teachers will provide differentiated PD to colleagues	Teachers	ongoing
Principal, MEQ and TLS will provide differentiated PD	TLS, MEQ & principal	ongoing
4.2		
New educators will have a mentor in building to help support them	teachers	ongoing
Exemplar educators will share their expertise with new educators	teachers	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
5.1		
Class Tag will be the preferred choice of two way virtual communication tool	principal	Aug 2021
Grade level family presentation	teachers	1 per year/per grade
5.2		
Weekly updates on Facebook	principal	weekly
School wide videos	Principal/health teacher	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
5.1		
Teacher communication logs	teachers	ongoing
5.2		
Number of views on Facebook	principal	ongoing
Increase number of tools used to highlight Taylor School	principal	ongoing

