

WILLIAM H. TAYLOR SCHOOL

SCHOOL IMPROVEMENT PLAN

2013-2014

**Members of School's ILT:**

<b>Name of Staff Member</b>	<b>Position</b>
Matthew Riley	Principal
Kim Marshall	Grade 5 Teacher
Lisa Carney	Grade 3 Teacher
Alana Duval	Grade 2 Teacher
Sharon Mendonca	Sped Resource Teacher

**School Analysis of Needs in Relation to the District Improvement Plan (AIP)** *(Include reference to completed DESE Conditions for School Effectiveness Self-Assessment)*

AIP Obj	Strengths	Focus areas
<p><b>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</b></p>	<ul style="list-style-type: none"> <li>○ Identified students in need of additional support utilizing data from all assessments (MCAS, Benchmarks, DIBELS) to reduce the number of students not scoring proficient or advanced by 40%</li> <li>○ We have implemented small group instruction before and/or after school for struggling students to reduce the number of students not scoring proficient or advanced by 40%</li> <li>○ Will continue dialogue regarding the tenants of rigorous instruction through the TCT and PLC to reduce the number of students not scoring proficient or advanced by 40%</li> </ul>	<p>ELA: The performance from 2011 to 2013 has fluctuated as follows</p> <p>2011</p> <ul style="list-style-type: none"> <li>• Gr 5 - 56% Prof &amp; Adv 6% Warning</li> <li>• Gr 4 – 12% Prof 21% Warning</li> <li>• Gr 3 – 59% Prof &amp; Adv 7% Warning</li> </ul> <p>2012</p> <ul style="list-style-type: none"> <li>• Gr 5 - 23% Prof 27% Warning</li> <li>• Gr 4 – 41% Prof &amp; Adv 36% Warning</li> <li>• Gr 3 – 52% Prof &amp; Adv 10% Warning</li> </ul> <p>2013</p> <ul style="list-style-type: none"> <li>• Gr 5 - 66% Prof &amp; Adv 3% Warning</li> <li>• Gr 4 – 33% Prof &amp; Adv 13% Warning</li> <li>• Gr 3 – 30% Prof &amp; Adv 7% Warning</li> </ul> <p>The following ELA standards were identified for further investigation and attention with students struggling to reach proficiency or advanced on state and district assessments:</p> <p><b>K-2</b></p> <p>Vocabulary acquisition, integration of knowledge and ideas, key ideas and details</p> <p><b>3-5</b></p> <p>Vocabulary acquisition, knowledge of</p>

		<p>language, key ideas and details</p> <p>Determined that Open Response questions were a contributing factor to lower scores in both ELA and Math utilizing data from the MCAS scores. Average scores on open response type questions has been 1.6 out of a possible 4 points in Mathematics and 1.5 in ELA. Open response questions will integrate the skills identified above in both ELA and Math.</p> <p>Determined that student achievement on the writing prompt associated with MCAS has declined over the past three years from an average score of 15 to an average score of 9. The greatest decrease has occurred in topic development area.</p> <p>Math: The performance from 2011 to 2013 has fluctuated as follows</p> <p>2011</p> <ul style="list-style-type: none"><li>• Gr 5 - 68% Prof &amp; Adv 6% Warning</li><li>• Gr 4 – 24% Prof &amp; Adv 3% Warning</li><li>• Gr 3 – 68% Prof &amp; Adv 7% Warning</li></ul> <p>2012</p> <ul style="list-style-type: none"><li>• Gr 5 - 40% Prof &amp; Adv 7% Warning</li><li>• Gr 4 – 27% Prof &amp; Adv 24% Warning</li><li>• Gr 3 – 36% Prof &amp; Adv 23% Warning</li></ul> <p>2013</p> <ul style="list-style-type: none"><li>• Gr 5 - 60% Prof &amp; Adv 12% Warning</li><li>• Gr 4 – 23% Prof &amp; Adv 18% Warning</li><li>• Gr 3 – 50% Prof &amp; Adv 7% Warning</li></ul> <p>The following Mathematics standards were identified for further investigation and attention with students who are struggling to reach proficiency or advanced on state and district assessments:</p>
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		<p><b>K-2</b></p> <p>Numbers and operations, shapes and their attributes, intervals of time, interpreting data, algebraic thinking</p> <p><b>3-5</b></p> <p>Numbers and operations, geometric measures (volume,etc), interpreting data, measurement and conversions, fractions and place value</p>
<p><b>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</b></p>	<ul style="list-style-type: none"> <li>○ 100% of all DIBEL, Benchmark and MCAS Data has been analyzed and shared with teachers.</li> <li>○ All data has been visualized for staff. All visuals representing student achievement and required projected progress are posted in the teachers’ room and reference library</li> <li>○ Established meeting dates for SILT (School Instructional Leadership Team) and SIP (School Improvement Plan) for year.</li> <li>○ Developed student achievement tracking sheet that records student results on assessments throughout their schooling at Taylor.</li> <li>○ Distributed student MCAS scores to prior and current teachers in an easy to read format so teachers can immediately assign students to intervention groups.</li> <li>○ Following district established TCT (Teacher Collaboration Teams) schedule</li> </ul>	<p>The staff will continue to receive reports from the SILT regarding student achievement and progress on all assessments throughout the year. Teachers will meet with the principal to discuss data relative to their students. Teachers and principal will identify target instructional areas in response to student achievement.</p> <p>Follow-up meeting between principal and teachers will focus on the impact of targeted instruction. Principal will continue to provide growth-producing feedback to staff on identified areas enumerated in objective 1.</p> <p>Teachers will continually examine student work and results in TCT and PLC to respond to areas of concern/poor performance. Teachers will develop interventions/instructional responses to identified areas of concern and discuss impact of interventions/instructional responses.</p>

<p><b>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students</b></p>	<ul style="list-style-type: none"> <li>○ 100% of the teachers have worked collaboratively since last year in primary and intermediate level common planning time clusters. The focus of these meetings is curriculum implementation and looking at student work, particularly open response questions,</li> <li>○ The Sped resource teachers work closely with general education teachers to meet the needs of <b>all</b> learners in an inclusive classroom.</li> <li>○ SILT, TCT &amp; SIP Meetings will focus on designing lessons that require student to operate at the application and analysis level of the learning taxonomy. 90% of the lessons designed at these meeting will be monitored for implementation and assessed for impact in the classroom.</li> </ul>	<p>Teachers will discuss the process for developing mastery objectives that are specific, measurable, attainable, rigorous and timely and reduce by 40% the number of student who are not proficient or advanced.</p> <p>Lessons will be designed in TCT meetings for the purpose of requiring students to think at the application and analysis level of the learning taxonomy.</p> <p>Teachers will discuss the implementation of the curriculum maps and the interdependency of vertical skill and concept building necessary to reduce by 40% the number of students not scoring proficient or advanced. .</p> <p>Professional development activities will target rigor, formal assessments and intervention strategies.</p>
<p><b>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</b></p>	<ul style="list-style-type: none"> <li>○ Provided teachers with a Teacherease Webinar training. TeacherEase is a software program that provides teachers and parents/guardians with access to a two way communication protocol. All staff attended the training and will utilize the components applicable to their grade level.</li> <li>○ Every student has a Daily Agenda where assignments and communications with parents/guardians are recorded.</li> <li>○ Teachers utilize Weekly Evaluation Forms that provide parents/guardians with feedback regarding their student's progress and achievements that week.</li> <li>○ Principal will use the auto alert system to notify parents/guardians of events where their attendance is</li> </ul>	<p>Two way communication with parents/guardians with a focus on the teacher's student learning objectives, classroom expectations, concerns, student progress, school functions, etc.</p>

	<p>either required or requested. (i.e. Open House/Parent Conferences)</p>	
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**WHAT WE WILL ACHIEVE (Elementary Schools)**

**DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:**

**All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year**

**Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12**

**Short-Term Outcomes 1.1 (Student Learning Goals)**

*[Administrator and teacher student learning goals will be aligned to these outcomes.]*

DIBELS

- From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
- From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

GALILEO

- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math
- **From BOY to EOY, all grade 2-5 teachers will move 75% of all student one scoring threshold (as determined by the district) on Galileo ELA and Math.**

DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- **From BOY to EOY, all K-5 teachers will decrease students scoring a one by 10%, students scoring a two by 20%, and students scoring a three or four will increase by 20% on benchmark writing assessment.**

**HOW WE WILL GET THERE**

**STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES**

**Early Evidence of Change (Examples of Professional Practice Goals)**

*[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]*

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)
- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
- **By June 2014, principal can demonstrate that at least 90% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection**
- **By May, administer at least 4 district developed grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.**
- **By May, administer at least 4 district developed grade-level common assessments in Reading, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.**



<p><b>By June 2014, reduce by 40% the number of students not scoring proficient or advanced on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELA and Math MCAS.</b></p> <p><b><u>DIBELS (K-2):</u></b> Reduce by 20% the percentage of students not scoring proficient/advanced from BOY to MOY and by 40% from BOY to EOY.</p>	<p><b>Strategically assign “at risk” students to their appropriate intervention and remediation programs with content-strong teachers</b></p> <ul style="list-style-type: none"> <li>• Assign students to the appropriate intervention using DIBELS data</li> <li>• Identify the appropriate interventions for at-risk students using DIBELS BOY and MOY data using TCT protocols.</li> <li>• Using the TCT protocol to monitor students’ progress every 2 weeks for intensive and every 4 weeks for strategic to determine targeted small group intervention</li> <li>• Implementation of the literacy block in grades K-2 utilizing small group instruction with a focus on reading and writing</li> <li>• Provide professional development on literacy block implementation focusing on small group instruction in reading and writing</li> <li>• Conduct at least 2 mini-observations each week using the K-2 Literacy Implementation Rubric providing growth producing feedback on small group instruction in reading and writing.</li> <li>• Principal conducts one school learning walk per month and spend a minimum of 2 hours per day on instructional leadership activities, including looking for evidence of application of professional development in the classroom.</li> </ul> <p><b>Reassign students to the appropriate interventions based on formative assessment data throughout the year.</b></p>	<p>Principal &amp; Teachers</p> <p>Principals &amp; Teachers</p> <p>Teachers</p> <p>Principal</p> <p>Principal, SILT, District Administration</p> <p>Principal</p> <p>Principal</p>	<p>October, January/February</p> <p>October, January/February</p> <p>Mid-Nov., Late Dec. Early Feb., Mid- March, Late May</p> <p>Mid-Nov., Late Dec. Early Feb., Mid- March, Late May</p> <p>October, January</p> <p>October 7, 2013 – June 2014, weekly</p> <p>October –June, weekly</p>
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<p><b><u>Galileo Math (2-5):</u></b> Reduce by 25% the percentage of students not scoring proficient/advanced from BOY to MOY and by 40% from BOY to EOY.</p> <p><b><u>Galileo ELA (3-5):</u></b> Reduce by 25% the percentage of students not scoring proficient/advanced from BOY to MOY and by 40% from BOY to EOY.</p> <p><b><u>Galileo Science (5)</u></b> Reduce by 25% the percentage of students not scoring proficient/advanced from BOY to MOY and by 40% from BOY to EOY.</p>	<ul style="list-style-type: none"> <li>• Meet with teachers for at-risk students weekly to monitor progress and discuss concerns</li> <li>• TCT monitors student progress to ensure that struggling students improve on formative assessment cycle; that newly-identified struggling students receive additional support; and those students who no longer need remediation or intervention services are removed from the service.</li> </ul> <p><b>Strategically assign students not meeting grade level standards to their appropriate intervention and remediation programs with content-strong teachers</b></p> <ul style="list-style-type: none"> <li>• Identify the appropriate interventions for at-risk students using BOY and MOY data.</li> <li>• Assign students to the appropriate intervention using Galileo and other formative assessments</li> <li>• Provide professional development on math block implementation focusing on small group instruction in number sense, geometric shapes, fractions, measurement.</li> <li>• Conduct at least 2 mini-observations each week using the rigor rubric to provide growth producing feedback on small instruction in Number sense, geometric shapes, fractions, measurement.</li> <li>• Principal conducts one school learning walk per month and spend a minimum of 2 hours per day on instructional leadership activities, including looking for evidence of application of professional development in the classroom.</li> </ul>	<p>Principal, SILT, TCT</p> <p>Principal, SILT</p> <p>Principal &amp; Teachers</p> <p>Principal &amp; Teachers</p> <p>Principal, SILT, District Administration</p> <p>Principal</p> <p>Principal</p>	<p>October -June</p> <p>Mid-Nov., Late Dec. Early Feb., Mid- March, Late May</p> <p>October, January/February</p> <p>October, January/February</p> <p>October/January</p> <p>October-June, weekly</p> <p>October-June, weekly</p>
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<p><b><u>District Writing Prompts (K-5)</u></b>  Reduce by 25% the percentage of students not scoring proficient/advanced from BOY to MOY and by 40% from BOY to EOY.</p>	<ul style="list-style-type: none"> <li>• Administer the District Writing Benchmark to students in grades K-5 three times a year</li> <li>• Grade level teams will meet bi-weekly for the purpose of Looking at Student Work Protocol to determine grade/assignments specific writing trends to inform instruction</li> <li>• Teachers will submit scored writing samples to include open response, narrative and expository writing across all content areas. Submitted work will include samples of a 1, 2, 3, and 4 scored writing pieces. Teachers will complete a monthly data sheet to reflect class writing scores and areas of strength and weakness</li> <li>• Grade 2 and 3 teachers brainstorm ideas and develop an action plan for addressing open response question readiness. Activities may include increased time on writing in response to readings, specific shared writing activities, cloze readings.</li> <li>• On a monthly basis, review the implementation of action plan, reflect on results and adjust the action plan to continuously strengthen students open response readiness using Looking at Student Work protocol</li> <li>• Provide targeted instruction to address identified needs for grade 3-5 students struggling to score proficient or advanced on monthly Open Response questions discovered through the Looking at Student Work protocol</li> </ul>	<p>Principal &amp; Teachers</p> <p>Principal &amp; Teachers</p> <p>Teachers &amp; Principal</p> <p>Grade 2 and 3 teachers, Sped teachers, Principal</p> <p>Grade 2 &amp; 3 teachers &amp; Principal</p> <p>Grade 3-5 teachers</p>	<p>Fall, Winter, Spring</p> <p>October-June, bi-weekly</p> <p>October-June, monthly</p> <p>October/November</p> <p>October-June, monthly</p> <p>October-June, monthly</p>
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<p><b>Taylor School will meet or exceed annual attendance target of 95%+.</b></p> <p><b>By EOY, Taylor School will have a welcoming environment, as measured by :</b></p> <p><b>A)100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level</b></p>	<p><b>Review attendance records monthly with staff and attendance officer to identify students struggling to attend school and assign intervention services based on attendance rates.</b></p> <ul style="list-style-type: none"> <li>• Meet with teachers weekly to discuss students struggling to attend school to monitor attendance</li> <li>• Participate in district and school incentive programs for students with perfect attendance</li> </ul> <p><b>Remove barriers to equitable access to district and school communications</b></p> <ul style="list-style-type: none"> <li>• Ensure adequate availability of translation services for all families</li> <li>• Identify innovative ways to ensure that district and school communications reach all families</li> </ul> <p><b>Implement a comprehensive family engagement plan that creates a shared vision for how schools and families will work together as partners in students' learning</b></p> <ul style="list-style-type: none"> <li>• Educate families on the grade-level expectations for rigor for their student(s) and how this articulates across grades – leading to college and career readiness</li> <li>• Establish practices to ensure positive two-way communication and relationship building with parents as ongoing partners in their student(s)' learning (e.g. weekly communication and homework logs)</li> <li>• Develop a school-based process that allows for the effective resolution of problems brought</li> </ul>	<p>Principal, Teachers, Asst. Supt.</p> <p>Principal &amp; Teachers</p> <p>Principal &amp; Teachers</p> <p>Principal, Teachers, Staff</p> <p>Principal, Teachers</p> <p>Principal, Teachers, Staff</p> <p>Principal, Teachers, Staff</p>	<p>October 2013-June 2014</p> <p>October -June, weekly</p> <p>October – June</p> <p>October-June</p> <p>October 2013</p> <p>October-June</p> <p>October- June</p>
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<p><b>B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments</b></p>	<p>forward by families and are solved at the school level with the staff who are directly involved with the family</p> <p><b>Administer school climate survey</b></p> <ul style="list-style-type: none"> <li>• Ensure equitable access to the survey through translation services and availability of public facilities for internet access</li> <li>• Administer school climate survey that reflects a collaborative work environment focused on student results</li> </ul> <p><b>Share survey findings with community and co-create action plan</b></p> <ul style="list-style-type: none"> <li>• Analyze survey results for key themes and findings related to transparency and a positive school culture</li> <li>• Share survey results with families and co-create action plans to tackle top challenges identified in the survey</li> </ul>	<p>Principal, Teachers</p> <p>Principal</p> <p>Principal, District Administration</p> <p>Principal, Teachers, District Administrators</p>	<p>October, November 2013</p> <p>October, November 2013</p> <p>November 2013</p> <p>November 2013</p>
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