

**Betsey B. Winslow School
Plan Overview 2019-2022
9/9/2019**

<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> Our goal is to ensure that the students at Betsey B. Winslow will develop academically, socially, morally in a structured, inclusive, and caring environment. Our commitment is the preparedness of our students to function in a technologically advanced society by cultivating 21 st century skills, while creating both cultural and civic awareness.				
<i>Core Values</i>				
Winslow students are responsible, respectful, inclusive, and ready to learn.				
<i>Theory of Action</i>				
At the Winslow school, if we focus on the best practices of fostering engagement through meaningful relationships and instruction while promoting a growth mindset philosophy, then we will show measurable growth across all domains in both academics and social emotional wellness.				
<i>Strategic Objectives</i>				
High Quality Instruction	Effective Student Support Systems	Increased Family Engagement	Organizational Team Excellence	Public Confidence and Pride
<i>Strategic Initiatives</i>				
1.1 Rigorous instruction through well-structured lessons that incorporate the NBPS curriculum standards and common core	2.1 Focus on growth mindset towards students as well as the whole child	3.1 Maintain and build effective communication methods with families using several different communication venues	4.1 Develop a unified team of differentiated specialties to collaborate with a multitude of mindsets	5.1 Create a team to implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences
1.2 Provide professional development opportunities that include strengthening of content, pedagogy, and the use of technology	2.2 Integrate all 5 initiatives into one collaborative unit to maximize the emotional and academic readiness of all students	3.2 Provide several communication opportunities using point people for different initiatives	4.2 Create opportunities for new staff to have peer classroom visits and observe model lessons	5.2 Provide professional development to staff to build knowledge and skill in strategic communication
1.3 Maintain a	2.3 Create a	3.3 Implement	4.3 Provide	5.3 Maintain and foster

goal to commit to the education of all students by diversifying lessons, providing small group instruction, and monitoring student progress	fostering environment through the establishment of authentic student relationships	strategies that will create awareness of the multitude of programs currently in place and heighten positive awareness	professional development opportunities that target team building and strengthening skills	community partnerships and continue to provide opportunities for collaboration
1.4 Promote strategies in the district Educational Equity Plan that provides tiered supports for all learners	2.4 Use the tiered supports to effectively meet the needs of all learners			
OUTCOMES				
<p>Outcome 1.A – All students in grades 3-5 will improve in SGP in ELA through the measurement of 2019 – 2020 Spring MCAS testing</p> <ul style="list-style-type: none"> The percentage of students who meet or exceed grade level expectations will increase by 16 % from 44 % in 2019 to 60% in 2020 <p>Outcome 1.B – All students in grades 3-5 will improve SGP in math through the measurement of 2019-2020 Spring MCAS</p> <ul style="list-style-type: none"> The percentage of students who meet or exceed grade level expectations will increase by 15 %, from 45% in 2019 to 60% in 2020 <p>Outcome 1.C – Increase the percentage of early education students scoring at or above benchmark on DIBELS EOY</p> <ul style="list-style-type: none"> Students who score at or above benchmark will increase from 68% from EOY 2019 to 75% in 2020 <p>Outcome 1.D – Increase the percentage of students with disabilities meeting or exceeding needs by 15%</p> <ul style="list-style-type: none"> Special education students will increase from 5% meeting or exceeding targets in spring MCAS 2019 to 20% in 2020 <p>Outcome 2.A – Decrease the percentage number of chronic absenteeism for the school year 2020</p> <ul style="list-style-type: none"> Decrease chronic absenteeism rate from 8.9% school year 2019 to 6% for school year ending 2020 <p>Outcome 2.B – Increase the percentage of students who respond favorably on school climate surveys</p> <ul style="list-style-type: none"> Areas of concern reflected in VOCAL survey will be identified for improvement <p>Outcome 3.A - Increase the favorable response rate on district family and community engagement surveys</p> <ul style="list-style-type: none"> Use results from district created survey to develop target areas for 				

<p>upcoming year</p> <p>Outcome 4.A – Increase number of highly skilled and diversified staff</p> <ul style="list-style-type: none"> • Educational Equity plan to attract a representative workforce 	

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

Betsey B. Winslow

GOAL 1: High Quality Instruction – Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.1: Ensure the use of rigorous instruction through well-structured lessons that incorporate the NBPS curriculum standards and common core

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Knowledge of district monitoring tool to measure student growth through data analysis and learning walks.	Principal/TLS	Nov. 2019	
Use weekly data meetings to identify, analyze, and provide solutions for improving student growth.	Principal/TLS Teachers	Oct. 2019	

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
More engagement of students in lessons measured through evaluations and student progress.	Principal/Teacher TLS	Oct. 2019	
Increase in achievement scores (20%) through STAR and DIBELS.	Principal/Teacher/ TLS	Dec. 2019	
Evidence of implementation of equity practices showing 20% increase.	Principal	May 2020	

GOAL 1: High Quality Instruction – Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.2: Maintain a goal to commit to the education of all students by diversifying lessons, providing small group instruction, and monitoring student progress

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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Site visits from Tiered Literacy Academy designee to continue implementation of strategies.	Principal/TLS	School year continual	
Review MCAS performance data by subgroup and teacher to identify focus areas.	Principal/TLS	Sept. 2019	
Provide PD on Instructional Guide with focus on Analysis and Inquiry and student discourse.	Principal/TLS	Throughout school year	
Professional development on Foundations program for grades K-1 for school year implementation.	Principal	Sept. 2019	

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
Evidence of best practices in place and measured by progress monitoring data reviewed on Thursdays.	Principal/ TLS	Oct. 2019	
Evidence through Learning Walks and Formal Observations with look fors in place.	Principal/TLS	2019-2020 School year	

GOAL 1: High Quality Instruction – Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.3: Provide professional development opportunities that include strengthening of content, pedagogy, and the use of technology

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Participation in Tiered Literacy Academy to maintain skills.	Principal/Tiered Literacy Team	9/2018-6/2021	
Use weekly data meetings to identify, analyze, and provide solutions for improving student growth.	Principal/TLS	Oct. 2019	

	Teachers		
Professional Development on effective writing process.	Principal/TLS	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
Development of comprehensive PD calendar for the school year.	Principal/ TLS	Oct. 2019	
Monitoring post PD surveys to measure needs/effectiveness.	Principal/Teacher/ TLS	Dec. 2019	
Evidence of implementation of equity practices showing 20% increase in indicators.	Principal	May 2020	

GOAL 1: High Quality Instruction – Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.4: Promote strategies in the district Educational Equity Plan that provides tiered supports for all learners

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Comprehend and familiarize with district development monitoring tool to measure implementation of Educational Equity practices during learning walks.	Principal/TLS	Nov. 2019	
Provide PD on key components of Educational Equity – Access, Instruction, Material, Assessment, Beliefs, Engagement, and Language.	Principal/TLS	Oct. 2019	

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
District monitoring tool to determine baseline of the implementation of equity practices.	Principal/Teacher TLS	Dec 2019	

Evidence of implementation of equity practices showing 20% increase from baseline.	Principal	May 2020	
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GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.1: Focus on growth mindset towards students as well as the whole child

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Provide several PD opportunities based on strategies gained from Tiered Social Emotional Academy	Principal/SAC/Tiered Social Emotional Team	Oct. 2019	
Assemblies geared toward student thought process (Ned Show), monthly pep rally	Principal/TLS Teachers	Throughout school 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
Evidence of decrease in behaviors measured through SWISS.	Entire Staff	Jan. 2019	
Decrease in student absenteeism.	Principal/SAC	February 2019	
Evidence of Educational Equity practices aligned with district Educational Equity Plan observed through Walk Throughs.	Principal	Dec 2019	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.2: Integrate current initiatives brought into school over past 2 years to combine best practices

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Create guiding team with representation from each schoolwide initiative to collaborate with different focuses (ie – SEL institute, PBIS Team, Tiered Literacy Academy).	Principal/SAC/Tiered Social Emotional Team	Oct. 2019	

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
Evidence of student motivation resulting in measurable student progress.	Initiative Leadership Team	Nov. 2019	
Decrease in student absenteeism.	Principal/SAC	February 2019	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.3: Create a fostering environment through the establishment of authentic student relationships

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Develop “Relationship Mapping” program to ensure every student has a “person” in the school to connect with.	Winslow Staff	Oct. 2019	
Continue PD on Social Emotional Learning and student needs.	Principal/SAC	Throughout school 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
Evidence of decrease in behaviors measured through SWISS.	Entire Staff	Jan. 2019	
Decrease in student absenteeism.	Principal/SAC	February 2019	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment

Strategic Initiative 2.4: Use of tiered supports to effectively meet the needs of all learners

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement strategies gained through Tiered Literacy and Social Emotional Academy to more aggressively meet the academic and social emotional needs of all students using a scaffold model.	Winslow Staff/Initiative Teams	Nov. 2019	
Review trauma sensitive practices from previous year.	Principal/SAC	Year long	
Review district BBST protocols and guidelines.	Principal/SAC	Year long	

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
Decrease in number of referrals to BBST and overall improvement in academic and social/emotional concerns.	Principal	Jan. 2020	
Evidence of decrease in behaviors measured through SWISS.	Entire Staff	Jan. 2020	
Increase in student scores in ELA through more defined skills acquired through Tiered Literacy Academy year 2.	Principal/TLS/Tiered Literacy Team	Jan, 2020	

GOAL 3: Increased Family Engagement: Empower families and the community through collaboration

Strategic Initiative 3.1: Maintain and build effective communication methods with families using several different communication venues

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Survey families for most effective form of communication for them (ie. Social Media, email, newsletters).	Principal	Oct. 2019	
Provide families with different pathways of involvement with the Winslow Community (Advisory, PBIS, PTO).	Principal	Oct. 2019	

Invite parents of students receiving character trait awards to monthly pep rallies to engage in celebration.	PBIS Team	Sept. 2019- June 2020	

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
Beginning of year and end of year survey regarding their perception of communication.	Principal/PBIS Team	Oct. 2019 & May 2020	
Monitor parent participation in family events such as movie night, barbeque, dance night, conferences, etc. through sign in sheets.	Principal	Throughout the school year	
Increased parent/family presence at pep rallies and celebrations.	PBIS Team	Nov. 2019	

GOAL 3: Increased Family Engagement: Empower families and the community through collaboration

Strategic Initiative 3.2: Provide several communication opportunities using point people for different initiatives

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Monthly highlight on different initiatives in school newsletter with interview with point person for each (PBIS, Social Emotional, Tiered Literacy, Mindfulness)	Principal	Nov. 2019	
During parent teacher conferences, provide tables in the auditorium for each initiative with point person there to engage parents/families.	Staff	Dec. 2019	

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
Noticeable parent involvement and interest in positive initiatives going on through questions and comments	Principal/Initiative teams	Nov. 2019 through	

		May 2020	
Increased parent interest in the many initiatives going on measured through survey and sign in sheets for participation.	Principal	Throughout the school year	

GOAL 3: Increased Family Engagement: Empower families and the community through collaboration

Strategic Initiative 3.3 Implement strategies that will create awareness of the multitude of programs currently in place and heighten positive awareness

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Highlight monthly PBIS pep rallies with students selected for character traits through district publicity, school website, and Facebook page.	Principal	Through the year	
Continue to promote school functions and events through monthly newsletter.	Clerk/Principal	Through the 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
Increased parent/family presence at school events.	Principal/PBIS Team	Throughout the year	

GOAL 4: Organizational Team Excellence: Cultivate and Recruit a Highly Skilled Workforce

Strategic Initiative 4.1: 4.1 Develop a unified team of differentiated specialties to collaborate with a multitude of mindsets

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Combine various staff members responsible for different initiatives both school and district wide to form a team with best practice focuses.	Principal/TLS/Tiered Literacy Team/Social Emotional Team/PBIS Team	Oct. 2019	
Develop awareness of positive initiatives going on at Winslow to recruit strategic, diversified staff.	Principal	Jan. 2020	

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
Collaboration of ideas supporting positive initiatives evidenced in school plans for bringing in new staff.	Principal	Jan. 2020	
Slide show at yearly job fair, announcements on website and social media surrounding positive work environment.	Principal/PBIS Team	Throughout the school year	

GOAL 4: Organizational Team Excellence: Cultivate and Recruit a Highly Skilled Workforce

Strategic Initiative 4.2: 4 Create opportunities for new staff to have peer classroom visits and observe model lessons

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Provide for coverage for both veteran and new staff to go in and observe other teachers doing model lessons to bring back into their own classroom.	Principal/TLS	Dec. 2019	
Provide opportunities during staff meetings and professional development for staff to do "Ghost Walks" through empty classrooms to identify positive and effective practices for educational/motivational charts.	Principal/TLS	Jan. 2020	

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
Staff incorporating new techniques into current lessons and strategies to increase student motivation/performance.	Principal	Throughout the school year	
Noticeable positive changes in classroom environments.	Principal/TLS	Feb. 2020	

GOAL 4: Organizational Team Excellence: Cultivate and Recruit a Highly Skilled Workforce

Strategic Initiative 4.3: Provide professional development opportunities that target team building and strengthening skills

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Incorporate schoolwide mindfulness initiative to the beginning of every staff meeting.	Principal/TLS/SAC	Nov. 2019	
Provide professional development activities to foster trust and collaboration with staff.	Principal	Jan. 2020	

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
Mindfulness will have a positive outcome in the classroom and school environment as evidenced through evaluation performance.	Principal	Jan. 2020	
Opportunities for staff engagement will result in staff members communicating more often and using team building skills evidenced through positive climate.	Principal/SAC	Throughout the school year	

GOAL 5: Public Confidence and Pride

Strategic Initiative 5.1: Create a team to implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Bring together staff from PBIS team and family engagement train the trainer team to develop a comprehensive plan for communication with measurable outcomes	Principal/PBIS Team/Family Engagement Team	Nov. 2019	

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
Monthly collection of data to monitor the amount of views, posts on the school Facebook page with anticipation of monthly 10% increase along with a 5% increase in dojo/remind communication	Principal/Teachers	Nov. 2019	

GOAL 5: Public Confidence and Pride

Strategic Initiative 5.2: Provide professional development to staff to build knowledge and skill in strategic communication

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Staff will be provided with professional development for effective communication skills for outside agencies, families, and community organizations through family engagement team training	Principal/Family Engagement Team	Nov. 2019	

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
Professional Development Evaluations after session to measure staff knowledge on the importance and effectiveness of strong communication	Principal/Teachers	Nov. 2019	

GOAL 5: Public Confidence and Pride

Strategic Initiative 5.3: Maintain and foster community partnerships and continue to provide opportunities for collaboration

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Continue to maintain outside relationships and collaboration of activities with local fire and police departments, Council on Aging, PTO, Buttonwood Park, United Way, and search out other community partners to work with	Principal/Family Engagement Team	Nov. 2019	

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
Number of community events at Winslow School will increase quarterly by 2 (Including Guest Speakers at Pep Rallies)	Principal/Teachers	Nov. 2019	

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.