

**Winslow Elementary School  
Plan Overview 2019-2022  
Revised October 2020**

<b><i>Mission</i></b>				
We are committed to developing, motivating and supporting all students as they become academically and socially responsible citizens throughout their journey to becoming lifelong learners.				
<b><i>Vision</i></b>				
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 <sup>st</sup> century skills, while creating both cultural and civic awareness.				
<b><i>Core Values</i></b>				
If we strengthen teaching and learning by building educators’ instructional skills, increase family/community engagement and focus on social/emotional well-being then all students will achieve growth, become academically proficient and become responsible citizens who exhibit R.O.A.R. (treat each other with <b>respect</b> , take <b>ownership</b> for our learning, and create a safe and positive school through our <b>actions</b> ).				
<b><i>Theory of Action</i></b>				
If we cultivate high quality instruction, provide effective student support systems, and build strong family and community relationships, then all students will achieve their full potential.				
<b><i>Strategic Objectives</i></b>				
<b>1. High Quality Instruction</b> 1.1 Rigorous instruction through well-structured lessons that incorporate the NBPS curriculum standards and common core.	<b>2. Effective Student Support Systems:</b> 2.1 Focus on growth mindset towards students as well as the whole child.	<b>3. Strong family and community relationships:</b> 3.1 Maintain and build effective communication methods with families using several different communication venues and empower families and the community through collaboration.	<b>4. Organizational Team Excellence</b>  4.1 Develop a unified team of differentiated specialties to collaborate with a multitude of mindsets.	<b>5. Public Confidence and Pride</b> 5.1 Create a team to implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.
<b><i>Strategic Initiatives</i></b>				
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.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.2. Provide targeted professional development to build capacity of the district’s staff.	5.2 Create and implement a strategic communications plan that outlines specific steps to inform and

			4.3 Create opportunities for new staff to have classroom visits and observe model lessons.	engage internal and external audiences.
1.3 Maintain a goal to commit to the education of all students by diversifying lessons, providing small group instruction, and monitoring student progress.	2.3 Create a fostering environment through the establishment of authentic student relationships.	3.2 Provide several communication opportunities using point people for different initiatives.	4.4 Professional development opportunities that target team building and strengthening skills.	5.2 Provide professional development to staff and build knowledge and skill in strategic communication.
1.4 Promote strategies in the district Educational Equity Plan that provides tiered supports for all learners.	2.3 Build authentic relationships and a learning environment that ensures students feel valued.	3.3 Implement strategies that will create awareness of the multitude of programs currently in place and heighten positive awareness.		
1.5 Expand learning opportunities for all students that lead to college and career readiness.	2.4 Use tiered supports to effectively meet the social/emotional needs of all learners.			

**Outcomes**

**Outcome 1.A. Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the ELA MCAS.**

The percentage of students who meet or exceed grade level expectations will increase from 44% in 2019 to 85% in 2022.

**Outcome 1.B Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the Math MCAS.**

The percentage of students who meet or exceed grade level expectations will increase from 35% in 2019 to 71% in 2022.

**Outcome 1.C All students will increase in the area of SGP measured through Pearson testing**

All students in grades K-5 will increase 60% from BOY to MOY and increase 80% from BOY to EOY testing in ELA and Math testing

**Outcome 1.D Increase the percentage of K-1 EL students making progress toward English language proficiency as measured by the ACCESS test.**

The percentage of grade K-5 EL students making progress according to ACCESS test results will increase by 5% each year from 2019 to 2022.

**Outcome 2.A Decrease the chronic absenteeism rate for students in grades 1-5.**

Decrease chronic absenteeism by 3% over the next three years from 8.9% in 2019 to 5.0% in 2022.

**Outcome 3.A Increase the favorable response rate, regarding Winslow School, on the district family and community engagement surveys.**

Results from district created survey will be used to develop target areas for the following school years.

**Outcome 4.A Increase the number of highly skilled and diversified staff**

Create an educational Equity Plan to attract a representative workforce by December 2021

*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 Action Plan Template, 2019-2022

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

**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

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Continual review of the district monitoring tool (Pearson, Lexia, Freckle) to measure student growth through data analysis and learning walks.	Principal, TLS	Nov 2019	Ongoing and Active

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
More interactive engagement of students in lessons observed through evaluations, learning walks, and student progress.	Principal, TLS	Nov 2019	Ongoing and Active
Increase in achievement scores through STAR testing and MCAS.	Principal, Teacher, TLS	May 2020	Continuing improvement however, impacted by pandemic

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

**Strategic Initiative 1.2:** Provide professional development opportunities that include strengthening of content, pedagogy, and the use of technology.

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Virtual visits from Tiered Literacy Academy designee to continue implementation of strategies along with attending (virtually) monthly trainings.	Principal, Tiered Lit Team	9/2019-6/2022	Ongoing
Provide PD on ELA curriculum maps and Standards Based Lesson Planning along with focus on the instructional Guide to focus on analysis and inquiry and student discourse.	Principal, TLS	9/2019-6/2022	Completed and Continuing
Professional development on Foundations program for grades K-2 with an eventual	Principal, TLS	9/2019-6/2022	Completed and continuing
Survey teachers to determine areas of need related to incorporation of instructional technology.	Principal	9/2019	In process of creating
Participate in LETRS training (TLS, Grade one teachers, Sped teacher)	Principal	9/2019-6/2022	Completed

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

Development of comprehensive PD calendar for 2020-21 school year.	Principal, TLS	October 2020	Completed
100% of classroom teachers will demonstrate 20% increase (if not already at/above 80%) on indicators related to PD topics during Learning Walks and Formal Observations.	Principal, TLS	Sept-June	Ongoing
Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)	Principal	Sept-June	Ongoing
Grade one classroom teachers will demonstrate an increase in indicators related to LETRS PD during Learning Walks and Formal Observations.	Principal	Sept-June	In Process

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

**Strategic Initiative 1.3:** Maintain a goal to commit to the education of all students by diversifying lessons, providing small group instruction, and monitoring student progress.

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Review MCAS performance data by subgroup and teacher to determine focus areas for grade level common planning meetings, PD opportunities for teachers and TLS support.	Principal, TLS, classroom teachers	Aug-Sep	Will continue after this year
Provide PD on Foundations for K-2 classroom teachers for year one of program implementation.	Principal	Sept. 2020	Completed
Provide PD on effective use of Instructional Guide.	Principal, TLS	Sept. 2020	Completed
Provide PD on ELA curriculum maps and standards-based lesson planning/delivery.	Principal, TLS	Throughout year	Provided several
Provide PD on IReady Math program and monitor Benchmarks.	Principal, TLS	Oct-May	In Process

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

<i>desired impact?</i>			
Winslow School grade K-5 teachers will demonstrate effective use of data analysis in lesson planning.	Principal, TLS	Sep-June	Ongoing throughout the school year
100% of teachers will demonstrate an increase in the use of the Instructional Guide as measured through Learning Walks focused on Student Engagement, Positive Climate, Analysis and Inquiry and Instructional Dialogue.	Principal, TLS	Sep-June	In Place
100% of grade K-2 teachers will use Foundations Program with fidelity.	Principal, TLS	Sep-June	Ongoing – Strong evidence of growth through data
100% of classroom teachers will create and deliver standards based lesson plans focused on ELA and Math curriculum maps.	Principal, TLS	Sep-June	In Place

**GOAL 1: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.**

**Strategic Initiative 1.4** Support educational equity practices that align with the district Educational Equity Plan strategies.

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Become familiar with district developed monitoring tool to measure implementation of Educational Equity practices that creates an inclusive, culturally responsive learning environment.	Principal	Sept-June	Completed
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal	March 2022	In process

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Use district monitoring tool to determine the baseline of the implementation of equity practices.	Principal, TLS	Nov	Ongoing
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal, TLS	Sept. 2020-June 2021	In place and ongoing
Create a schoolwide equitable classroom practices observation checklist to be reviewed on a bi-monthly bases.	Principal/SILT team	Nov. 2019	Completed and in place

### **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



<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Provide several PD opportunities based on strategies gained from the Tiered Social Emotional Academy.	Principal	Sept-June	Bi-monthly check ins
Training on “Yet” philosophy with the idea that all students can learn.	Principal, TLS, SAC	Nov. 2020	developing
Defined usage of Behavior Intervention Manual through school wide book study.	Principal, SAC	Dec. 2020	In process

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Evidence of decrease in behaviors measured through SWISS data and continual monitoring.	Principal, TLS, teachers	Sep-June	Nov. - June
Decrease in student absenteeism both remote and in school.	Principal/SAC	Sep-June	Ongoing
Utilize survey results to drive SEL PD topics.	Principal	Sep-June	Ongoing

### **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

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

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	May 2020	In Place and Ongoing
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**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Evidence of student motivation resulting in measurable student progress.	Initiative Leadership Team	Jan. 2021	In process
Decrease in student absenteeism.	Principal/SAC	Sept. 2019- June 2022	In process

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Develop “Relationship Mapping” program to ensure every student has a “person” in the school to connect with.	Winslow Staff	Nov. 2020	Beginning
Continue PD on Social Emotional Learning and student needs.	Principal/SAC	Throughout school year	Ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Evidence of decrease in behaviors measured through SWISS.	Entire Staff	Jan. 2020	Beginning
Decrease in student absenteeism.	Principal/SAC	Sept. 2019- June 2022	Continual Measurement

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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. 2020	In place
Review trauma sensitive practices from previous year.	Principal/SAC	Year long	In place
Review district BBST protocols and guidelines.	Principal/SAC	Year long	In place

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Decrease in number of referrals to BBST and overall improvement in academic and social/emotional concerns.	Principal	Jan. 2021	In process

Evidence of decrease in behaviors measured through SWISS.	Entire Staff	Feb. 2021	In process
Increase in student scores in ELA through more defined skills acquired through Tiered Literacy Academy year 2.	Principal/TLS/Tiered Literacy Team	April 2021	Identify progress in October 2022

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Survey families for most effective form of communication for them (ie. Social Media, email, newsletters).	Principal	Nov. 2020	In process
Provide families with different pathways of involvement with the Winslow Community (Advisory, PBIS, PTO).	Principal	Oct. 2020	In process
Invite parents of students receiving character trait awards to monthly pep rallies to engage in celebration.	PBIS Team	Nov. 2020 - June 2021	In process

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Beginning of year and end of year survey regarding their perception of communication.	Principal/PBIS Team	Dec. 2020 & May 2021	Developing

Monitor parent participation in family events such as movie night, barbeque, dance night, conferences, etc. through sign in sheets.	Principal	Throughout the school year	On Hold
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**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Monthly highlight on different initiatives in school newsletter with interview with point person for each (PBIS, Social Emotional, Tiered Literacy, Mindfulness)	Principal	Sept. 2020- June 2021	In Process

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Noticeable parent involvement and interest in positive initiatives going on through questions and comments	Principal/Initiative teams	Nov. 2020 through May 2021	Beginning
Increased parent interest in the many initiatives going on measured through survey and sign in sheets for participation.	Principal	Throughout the school year	On going

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Highlight monthly PBIS initiatives with students selected for character traits through district publicity, school website, and Facebook page.	Principal	Through the year	On going
Continue to promote school highlights through monthly newsletter.	Clerk/Principal	Through the year	On going

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Increased parent/family presence at school events. (virtually)	Principal/PBIS Team	Throughout the year	ongoing

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	In place with monthly meetings

Develop awareness of positive initiatives going on at Winslow to recruit strategic, diversified staff.	Principal	Jan. 2020	Ongoing
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**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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. 2020	Ongoing
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	Ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Staff incorporating new techniques into current lessons and strategies to increase student motivation/performance.	Principal/Staff	Throughout the school year	Ongoing
Noticeable positive changes in classroom environments.	Principal/TLS	Feb. 2020	Ongoing

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Incorporate schoolwide mindfulness initiative to the beginning of every staff meeting.	Principal/TLS/SAC	Throughout the year	Ongoing
Provide professional development activities to foster trust and collaboration with staff.	Principal	Sept. 2020 – June 2021	Ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Mindfulness will have a positive outcome in the classroom and school environment as evidenced through evaluation performance.	Principal	Sept. 2021 – June 2021	In process



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	In process
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**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**

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

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	Throughout the year	Ongoing

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	In place and ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Professional Development Evaluations after sessions to measure staff knowledge on the importance and effectiveness of strong communication	Principal/Teachers	Throughout the year	Ongoing

**GOAL 5: Public Confidence and Pride**

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

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	In place and ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Number of community events at Winslow School will increase quarterly by 2 (Including Guest Speakers at Pep Rallies)	Principal/Teachers	Nov. 2019	This goal was met last year and will continue when it can be utilized

### **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.