

Taft Early Learning Center DRAFT School Improvement Plan 2017-2018

Taft Early Learning Center Mission Statement

Our mission is to build a strong foundation for lifelong learning by nurturing, guiding, and challenging all students to achieve their maximum potential. We believe that children are our highest priority and promote a collaborative partnership among students, staff, parents, and community.

Uxbridge Public Schools Vision Statement

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for children and young adults to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities and that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

Taft Early Learning Center School Council Members 2016-17

Ms. Marla Sirois – Principal
Ms. Kerrie Arsenault-Parent
Ms. Erika Devlin – Teacher
Ms. Holly Earl – Lead Teacher
Ms. Jane Keegan-Community Member
Ms. Erica Jennings-Parent
Mrs. Emily Murray - Community Member
Ms. Tracey Pomeroy-Parent
Ms. Kerrie Russell-Teacher
Ms. Jennifer Spiecker-Parent
Mr. Matthew Keane-School Committee Liaison

UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
School:		Taft Early Learning Center	
School Year(s):		2016-2018	
Goal Number:		1 of 3	
Goal Title:		Educator Development: Developing interdisciplinary ELA and Science lessons based on newly revised integrated units of study	
Strategic Plan Objective(s):		SMART Goal:	
<p>Educator Development: Developing Curriculum and Improving Instruction Initiatives: Build, Revise and Instruct standards-based lessons that address essential skills in literacy as well as aligning to the new Massachusetts Science and Technology/Engineering Curriculum Frameworks. Develop lessons with interventions and extensions to scaffold instruction for individual needs and skill development. Increase use of Instructional technology to enhance student learning in intellectually and creatively stimulating environments that will enhance important skills.</p>		<p>By June 2018, all teachers, in collaboration with the Science and Literacy Curriculum and Instruction leaders, reading specialists, special educators, and Science and Technology teacher, will build and revise lessons based upon the skills outlined in the Massachusetts State standards for literacy as well as Science and Technology/Engineering standards. Teachers will focus on the use of the Lucy Calkins Units of Study as well as a district wide approved acronym (MEET) to guide students to organize their thoughts in response to text. Teachers will insure the integration of higher order thinking skills, technology and clearly defined learning expectations.</p>	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Our Science and Technology/Engineering curriculum is an integral part of our ELA curriculum units. Teachers have been selecting nonfiction texts to introduce concepts. There are also project based common assessments being used in grades K-2. End of year DRA2 data indicates that 89% Kindergarten students were at/above benchmark. In grade 1, 77% of students met benchmark and 88% of grade 2 students met or exceeded benchmark scores.</p> <p>Our Science common assessment data has shown that students are able to document their learning through</p>	<p>All instructional staff will be able to use strategies from professional development to implement close reading, narrative/opinion lessons, as well as Science and Technology/Engineering lessons that focus on higher order thinking, technology integration, and clear learning and behavior standards.</p>	<p>1. Professional resources including close reading text set matching, Lucy Calkins writing resources, and district approved graphic organizers will be utilized for lesson development during common planning.</p> <p>2. Science and Tech/Engineering lessons will be embedded with literacy skills.</p> <p>3. Collaboration time for grades PK-5 will be given to insure continued vertical alignment.</p>	<p>Curriculum Director, Curriculum & Instruction leaders, and the Principal will conduct the trainings during weekly common planning meetings and for parts of the August, October, and December Professional Development sessions. Teacher teams and administration will analyze instructional data and student learning data during data release days and Curriculum release and PD sessions.</p>

<p>beginning research skills.</p>		<p>4. Through PD with Lesley University, A Literacy Leadership Team will be established to support the District's Literacy Action Plan as well as PD in the area of Reading Workshop and Guided Reading.</p> <p>5. PD for Wilson Foundations will be provided to staff so that the program will be taught with fidelity in the 17-18 school year.</p> <p>6. The MEET (Make a claim, Evidence, Evidence, Therefore statement) will be modeled in K and grade 1 classes and be an integral part of the response to text instruction in grade 2.</p>	
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UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
School:		Taft Early Learning Center	
School Year(s):		2017-2019	
Goal Number:		2 of 3	
Goal Title:		Community Interest, Investment, and Ownership: Updating and Revamping the Taft ELC Website to improve support for educator development and student learning needs.	
Strategic Plan Objective(s):		SMART Goal:	
Community Interest, Investment, and Development Initiative: -Offer two-way communication opportunities for residents to meet with district officials. -Strengthen recruitment/retainment of volunteers in roles including, but not limited to, School Councils, Special Education Parent Advisory Council, & PTO. -Train educators to enhance instruction through the use of technology.		By June 2019, The Taft ELC website will be a resource for all stakeholders insuring a clear understanding of the programming and community supports available to the children and families of the Taft ELC community. Teaching and Learning will be the focal point of the site with links to curriculum, programming, and resources.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status(Data)	Improvement Benchmarks	Strategies/Activities	Person(s)Responsible/Task/Timeline
The current website has links to programs as well as a calendar of events. Teachers have had training with Google sites. Currently nine teachers have accessible websites on the school's website.	2017-2018 The Taft ELC website will be updated with 1. Principals monthly curriculum updates 2. Community opportunities for families 3. School wide updates PD in how to use technology as an effective communication tool. 2018-2019 1. Teacher Google Sites will be configured and updated annually 2. School Council will discuss key components to effective website communication and provide suggestions	2017-2018 1. Uxbridge HS students will work with Technology Director to revamp the school's websites. 2. Presentations for managing the site will be planned 3. Initial rollout will be communicated to stakeholders 4. PD will be provided to staff related to web development and maintenance. 2018-2019 1. Teachers will update and maintain Google Sites. 2. School Council will	2017-12018 1. Tech Director, HS students (Fall) 2. Tech Director, HS students, building principal (Fall) 3. Building principal (Winter) 4. Technology team, principal (By Spring) 2018-2019 1. Teachers, Technology team, principal (Fall) 2. School Council members (Winter) 3. Building principal (Spring)

		<p>review the website updates and elicit feedback from stakeholders through a parent survey.</p> <p>3. Updates and additions will be made to the site.</p>	
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UXBRIDGE PUBLIC SCHOOLS -		TAFT SCHOOL IMPROVEMENT PLAN	
School:		Taft Early Learning Center	
School Year(s):		2017-2018	
Goal Number:		3 of 3	
Goal Title:		Improving Student Learning: Increase student access to a rigorous mathematical learning environment	
Strategic Plan Objective(s):		SMART Goal:	
Improving Student Learning Initiative: Train educators in research-based, best practices of inclusion models that include differentiation strategies and tiered interventions Flexible scheduling time will be structured in all schools for educators and students to personalize learning for academic supports, social/emotional services, and other related services		Increase students' access to a more rigorous mathematical learning environment by focusing on differentiation, engagement and feedback. Focus team math coaching will be on the Standards for Mathematical Practice. Math intervention will focus on specific PK-2 students identified from the data compiled by grade level teacher teams.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
We are beginning year four of MIF implementation. Teachers have had common planning time to plan a common scope and sequence as well as common lessons at the K-2 levels. PK teachers established a common scope and sequence of instruction using the TSG program. End of year STAR assessment data indicates that 48 % of Kindergarten students reached a beginning of year grade 1 standard score. In grade 1 52% of students met EOY Benchmark according to PARCC criteria. Another 33% of grade 1 students scored in category 3-approaching proficiency. In grade 2, 52% of students met EOY Benchmark according to PARCC criteria. Another 21% of grade 2 students scored in category 3-approaching proficiency.	1.Activity and assessment documentation in Rubicon Atlas connected to mathematical practices 2.Common assessments that encourage the application of mathematical practice skills. 3.RTI intervention data that reflects improved skill application in targeted areas PK-2	All classroom teachers will have one hour of uninterrupted math instruction daily to ensure maximizing time on learning for all students. Engage in Math walkthroughs focusing on understanding the developmental continuum of mathematics content and pedagogy PK-2. Provide Math coaching that encourages teachers to explore and implement a variety of mathematics assessment methods, such as: math interviews, math conferences and small group work. IXL will be available to all teachers and families to supplement the MIF program.	Principal, Curriculum Director, Math Coach, Teachers