2021-2022 Toy Town Elementary School
Sustainability Improvement Plan

Executive Summary:

Toy Town Elementary School has remained a level 3 school for over ten years. In 2018, TTE was required to complete the Level 3 Turnaround process developed by the MA Department of Elementary and Secondary Education. To complete this process, the TTE Instructional Leadership Team analyzed student data and created a school turnaround plan. After completing a root cause analysis, it was determined that Toy Town Elementary needed to focus on establishing organizational structures which support distributive leadership, data-driven planning, collaboration and adult learning, strengthening tier 1 instruction and strengthening the consistency and effectiveness of our practices in support of their most at-risk learners.

During the 2019-2020 school year, TTE continually focused on the goals, strategies, and benchmarks as detailed in our Turnaround Plan. During the 2019 - 2020 school year, up until March 2020, TTE worked to create a system for shared leadership and responsibility for all students along with focusing on the goals, strategies, and benchmarks as detailed in the Turnaround Plan. Much of the work centered on Turnaround Practices 1 and 2 and the following Strategic Objectives:

Improve our administrative, grade-level and cross grade-level collaboration in order to provide continuity of instructional practices.
- Promote teacher leadership
- Data-driven planning and instruction
- Promote a continued safe and respective learning environment
- Establish high quality instruction amongst all teachers

Establish clear, high expectations and consistently support students to improve their academic and learning experiences.
- Support teachers to promote academic discourse and productive struggle in ELA/mathematics
- Use summative unit assessments to drive more rigorous instruction and to progress monitor
- Work with Early Literacy and MTSS grant partners, district literacy specialists, and Looney Math Consultants to train staff to provide rigorous and effective lessons
- ELA curriculum maps will be created at Memorial and math curriculum maps will be refined
- ELA and math curriculum maps will be implemented at TTE

During the 2020-2021 School Year Memorial and Toy Town continued to implement a combined Sustainability Plan. Although remote for most of the year, the faculty focused on the following goals and strategies:

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Turnaround Practice 2-
Goal- Establish clear, high expectations and consistently support students to improve their academic and learning experiences.
STRATEGIES:
- Work with Early Literacy and MTSS grant partners, and Looney Math Consultants to train staff to provide rigorous and effective lessons
- ELA curriculum maps will be created at Memorial and math curriculum maps will be refined
- ELA and math curriculum maps will be implemented at TTE

Turnaround Practice 4-
Goal- Memorial and TTE provide a safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.
STRATEGIES:
- Provide structured opportunities during common planning time for faculty to integrate growth mindset messaging into their lesson planning
- Provide staff PD in delivering hybrid and remote learning with the support of the Early Literacy Grant and MTSS Literacy Academy

In the Summer of 2021, new administration took over leadership at Toy Town Elementary. She began by meeting with teachers to get their feedback, ideas and gather baseline data. The following Sustainability Improvement Plan has been developed based on this feedback and data collected from teachers, families and students.

2021-2022 SIP Core Elements
1. Instructional Focus Areas - District Look Fors
2. Curriculum development, revision and evaluation process
3. Learning Acceleration & Intervention- Providing Just-in-Time Supports (What I Need Now-WINN)

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Turnaround Practice 1				
Goal: To cultivate a shared responsibility and collective effort for the well-being of all students through a commitment to high expectations for all learners.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
Launch the district established instructional focus look fors and align observation, evaluation, and professional learning priorities to this focus area.	By September 2021, administration will provide professional development to all staff in the identified instructional "look fors" for 2021-2022.	9/22/2021	Administration Staff	II-E-1 - High Expectations IV-C-1: Professional Collaboration
Establish curriculum committees and initiate a curriculum development, revision and evaluation process.	By the end of September 2021, classroom teachers will be organized into curriculum committees with clearly defined purposes as measured by set roles and responsibilities, committee goals and rolling agendas. During the 2021-2022, curriculum committees will inventory current curricula resources and intervention programs and make recommendations for changes based on student performance and growth data.	9/2021 Ongoing	Administration Staff Staff	
Establish a community of practice and professional collaboration through observation, professional development, feedback, and review of data.	Each week 20% of instructional staff will receive targeted, specific and actionable feedback of their instruction as demonstrated by examples of written and verbal feedback notes. 100% of Teams will have completed at least 3 data analysis cycles by February 2022.	Weekly Reviewed- Cycle 1- 10/29/21 Cycle 2- 1/7/22 Cycle 3- 3/11/22	Principal Teachers	
Maintain rolling agendas which include common procedures for analyzing data, setting goals, planning for intervention, and reflection.	Each month, a review of all meeting rolling agendas reveal that 100% incorporate the use of the data review protocol, articulate next steps, and follow-through on previous decisions.	Monthly	Principal Staff	

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Turnaround Practice 2				
Goal #1: To provide all students with an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
Establish a shared understanding of instructional best practices as identified with staff.	To meet student needs, teachers will use evidence-based instructional practices that adequately represent the state standards as measured by lesson plans, classroom observation data and self-reporting. (i.e. review on a weekly basis, how many best practices used by walkthroughs/survey)	Ongoing	Principal Staff	I-A-3: Rigorous Standards-based Unit Design I-A-3. Well-Structured Units and Lessons I-C-1: Analysis and Conclusions II-C. Student Learning II-E-1. High Expectations V-B-1: Professional Learning and Growth
Goal #2: Teachers and teacher-led teams will routinely use student data to adapt and improve instruction.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
Use established data protocols during regularly scheduled CPT meetings to facilitate purposeful planning and collaborative discourse to improve practices and increase student achievement.	Within each cycle, all collaborative teams will analyze data for strengths and challenges, identify actions to address student learning needs, and regularly communicate and follow up on action steps, as evidenced by meeting notes, observations, and staff feedback.	Data Cycle	Principal Staff-CPT	I-A-3. Well-Structured Units and Lessons I-B-2. Adjustments to Practice II-E-1. High

Principal will consult weekly with core academic teachers, interventionists and specialists during content meetings to ensure routine use of student performance data to inform instruction.	By December 2021, 80% of all teachers consistently communicate and enforce the instructional expectations as demonstrated by classroom observation rubrics and review of weekly lesson objectives and agendas. This percentage will be reviewed and documented monthly.	Monthly	Principal Staff	Expectations IV-C-1. Professional Collaboration

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Turnaround Practice 3				
Goal #1: Provide student-specific supports and interventions informed by data and the identification of student-specific needs.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
Provide targeted interventions and supports to help all students meet challenging academic standards.	By December 2021, TTE will have established a protocol to identify specific students in need of academic, behavioral, social, and emotional support. Teachers will use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need as measured by team meeting notes and descriptions of instructional groupings.	12/2021 Ongoing	Administration Staff Staff	I-B-1. Variety of Assessment Methods I-B-2. Adjustments to Practice I-C-1. Analysis and Conclusions II-A-3. Meeting Diverse Needs IV-E-1. Shared Responsibility
Use data from all available assessments to make adjustments in instruction.	Each quarter, 10% of students who began the year below grade level in reading and/or math will demonstrate accelerated academic progress, as evidenced by student work, formative and district assessments.	Rotating 6 week basis tier I, every 6 weeks tiers II & III	Principal Staff	I-A-3. Well-Structured Units and Lessons I-C-1: Analysis and Conclusions II-C. Student Learning II-E-1. High Expectations

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Turnaround Practice 4				
Goal #1: To build a common understanding of shared behavioral expectations; to commit to systematically teaching, reteaching, reinforcing, and monitoring the implementation of school-wide and classroom expectations.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
Implement de-escalation and positive behavior reinforcement training for all staff.	By June 2022, all TTE support staff will be trained in Part 1 of Safety Care.	6/2022	Safety Care Team Support Staff	I-C-1: Analysis and Conclusions IV-E-1 Shared Responsibility IV-C-1. Professional Collaboration
Review student and teacher attendance along with behavioral data.	Each month, SST and ILT will review student and teacher attendance, and develop and implement action plans for those who have been absent 10% or more of school days to date.	Monthly	SST ILT	
Create a Student Watch List based on non-academic data including behavioral referrals.	Every week, the SST team will identify students who need social, emotional, and/or behavioral supports, and deploy additional supports as needed, as demonstrated by documentation from the identification and referral system	Weekly	SST	
Analyze behavioral data and share with all staff members.	Each month, the PBIS team will review discipline data by student group and type of incidents to inform next steps and to ensure responses are applied consistently and equitably, are related to the root cause of misbehavior, and that responses do not exclude students from academics or support.	Monthly	PBIS Team Dean of Students	

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Goal #2: To ensure our school policies and practices reinforce positive culture and climate.				
Action Step(s)	**Benchmark/Measurement**	**Timeline**	**Person(s) Responsible**	**Alignment to Educator Evaluation Rubric**
The school promotes, recognizes, and celebrates academic achievement in school rituals and routines that reflect the cultural and demographic backgrounds of students.	All activities will be posted on the school website with related procedures that are routine in the school such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. The school website will be updated weekly.	Weekly	Principal	I-C-1: Analysis and Conclusions IV-E-1. Shared Responsibility
Engage parents in the education of their children through a variety of opportunities	Improve and increase parental involvement and positive communication through a variety of activities such as parent-teacher conferences, progress reports, parent surveys, webpage postings, weekly newsletter emails, School Council meetings, back-to-school celebrations, Open House, Room Parents, etc.	Ongoing	Administration Staff	